The ITrain Collective

Web Site Creation

Training Course

Instructor Manual

August 1999

WEB SITE CREATION TRAINING COURSE

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PREFACE

The Web Site Creation Instructor manual is part of a series of Internet training (ITrain) materials developed by the ITrain Group with the financial assistance of the International Development Research Centre (IDRC). The complete set of materials can be obtained from http://unganisha.idrc.ca/itrain/. The ITrain Group consists of individuals and institutions from around the world with a wide range of technical and training expertise in the Internet field.

The training materials are a result of a needs analysis conducted in .November and December of 1997 and subsequent consultations with experts and users, including field testing. The materials are developed for use by Internet trainers and users in developing countries. If you are an individual or an institution engaged in delivering basic or advanced Internet training course or a user who is seeking a simple, flexible and effective Internet training guide, these materials are for you.

The Web Site Creation Instructor manual will enable you to teach your students how to build web sites. A key component of the ITrain package is the Instructor Notes, a separate 30 page document which provides useful guidelines on how to deliver effective training. It is crucial that you read this in conjunction with the Web Site Creation manual.

PREPARATION CHECKLIST

We have written the following checklist to help you to prepare and conduct ITrain sessions. Each item in the checklist is explained in a 30 page document called Instructor Notes. It is an integral part of the ITrain programme. Please use it.

Topic	Done	To be done
Preparing to conduct an ITrain course		
1. Learn about students		
2. Identify the training context		
3. Assess the information sharing culture		
4. Inform yourself about Itrain		
5. Address your students' learning styles		
6. Produce and select effective learning tools		
7. Develop 'what' and 'why' questions		
8. Plan ways to demystify technology		
9. Design a flexible schedule for the training programme		
10. Choose an appropriate training venue		
11. Practice making demonstrations		
12. Arrange supplies and materials		
13. Announce the training		
Conducting Itrain courses		
1. Get to know your students: before and during the course		
2. Use principles of adult education		
3. Ask questions effectively		
4. Handle questions effectively		
5. Link your material to what students know		
6. Show the benefits of what you are teaching		
7. Be prepared for last minute surprises		
8. Use appropriate language		
9. Use appropriate non-verbal behaviour		
10. Be aware of culture or gender signals you send		
11. Check your assumptions		
12. Address negative experiences and remarks		
13. Use reviews and repetition		
14. Make sure that all trainees have equal access to computers		
15. Deal positively with technical problems		
16. Conclude sections on a high point		

PLANNING TO DELIVER THE COURSE

Time to start planning our course. That is an important point — planning is an essential ingredient of solid training. Later in this manual we include a session plan. However, the plan is not cast in concrete. You will need to adapt it to the group you are instructing and also to your preferred way of instructing.

This is a broad course. Keeping to a schedule while teaching a course like this takes skill and planning. In the course outline that follows, we have placed the estimated time for each section in the heading for each section. This information, in a stopwatch, does not appear in the participant materials. While you are giving the course, you will need to monitor your time so you can see how you are doing compared to the planned use of time.

Timing of sections

This course is designed to be conducted over two days. The course covers a lot of material and new concepts and if you have the time, the course can be extended over to three days. The course is made up of 7 modules and we recommend that each module is completed in the order set out. However you can change the order of the modules, extend the time of the modules or leave out certain of them, if you do not have the time. You can also insert additional modules into the training, eg, WYSIWYG editors, automatic document conversion through MS-WORD. The following table outlines the sections within the Web Site Creation Training course and indicates the amount of time we have estimated for teaching them. There are leader-led components where the instructor speaks to the group. There are also self-study sections, with participants working on their own, or in pairs and the instructor acting as a coach.

Be certain to allocate time for the leader-led sections. The self-study sections are more flexible. The number finished in a course will depend on the speed with which individual participants complete them.

Planning summary

When instructors are planning to conduct training, it is important that they gain an overview of the course they are about to teach. That way you can remember how the pieces of the puzzle fit together. As a result, your delivery will be smoother. You will feel more confident. For example, when someone asks you a question about a topic that comes later you will be able to confidently say what is coming and ask them to be patient.

Planning table

The following table will help you gain an overview of the course. It is not however a substitute for a plan that you draw up yourself. It should help you; nevertheless, in making you own plan. One way to make your personal plan would be to photocopy this plan and modify it to suit your person needs. If you obtain the MS-Word file of this course plan, you will be able to make whatever modifications you wish, to this plan — and the entire course.

	Topic	Key points	Time
Day 1: Learning the Tools			
1.	Introductions, expectations of participants, aims of course	**Leader-led**: Introduce yourself. Explain prerequisites. Hand out student Manuals. Set the tone of the course. Allow participants to introduce each other or themselves.	15
2.	Critiquing web sites	**Self study**: Students will browse and critique existing Web sites. In this way they will become critically aware of navigational, design, aesthetic and content components of Web sites. Produce a list of **do's** and **don'ts** that apply to building a Web site. Set up a list of URLs to critique before the course.	75
3.	Introduction to HTML and browsers	**Leader-led:** Understanding the jargon and concepts of HTML, the Web, browsers, etc. gives students a grasp of working with editors and browsers in coding documents.	15
4.	Creating a Web page using a text editor Formatting text Lists Links Images Tables	**Leader-led and self –study:** Learning how to format text, add colour, create lists, links and tables, and how to add graphics and images to a Web page. Please copy the file TEST.TXT into the TEMP folder on each computer before the training course. Remind the participants that they will be working in the TEMP folder for the purposes of the training session.	 70 15 30 30 35
5.	Building and Manipulating Graphics and Images	**Leader-led and self-study:** Students will learn the basic concepts of Web graphic and image management. They will learn how to create, edit and manipulate images at a basic level. They will also learn how to download an image from the Web.	60

6.	Summary and Evaluation of the day	**Leader-led:** Summarise what has been covered during the day and ask each student in turn to evaluate the day.	15
Day 2: Creating a Web Site			
7.	Site Mapping	**Leader-led:** Give the students a strategic approach to site planning and development, so that they are able to identify their target audience, plan the structure and information content of the site.	120
8.	Building a Web Site	**Self-study:** Students will identify key pages that make up web site, decide on what pages to build for their specific site and build a web site jointly. Students will work in pairs on different pages. Photograph each student so that they can use the images as part of the about page. Be available constantly for help and advice	240
9.	Making your site live - FTP	**Leader-led and self-study:** Give the students a background to what FTP is and how it works. Explanations of how sites are made live using the FTP program. Work with students on FTP'ing their information so that a live site is created.	60
10.	Summary	**Leader-led:** Summarise the events over the past two days. Ask the students for questions or comments.	15
11.	Evaluation	**Self-study:** Ask the students to fill in the evaluation forms before leaving	15

Preplanning for the course

1. Computers and Software:

Make sure all the computers in the training facility are working. They need the following software installed:

- HTMLTool
- PaintShop Pro
- WS_FTP

Set up a folder called TEMP on each computer, and copy the file TEST.TXT into this folder.

2. Equipment:

Flip chart, whiteboard:

Ensure that you have a flip chart and whiteboard available. Check that you have enough paper and correct pens.

Digital Camera or camera:

Ensure that the digital camera or camera is working and that there is a facility to scan in photos if you don't have a digital camera..

3. Liaison with your ISP

Try and liaise with your ISP, to set up an FTP space, with a user ID and password, for usage for the group. If this is not possible you will have to copy all the created web pages on to each computer.

4. List of URLs to critique

Try to assess which students are attending the course, the type of organisations they come from, whether they have Web sites, and draw up a list of 6 Web sites to critique fitting in with their organisational interests. Hand out this sheet to the students at the beginning of the exercise.

Conventions used in this manual

All text in Italics is for the instructor. It gives the instructor hints on how to conduct the session. Some of the italicised text also provides sample

answer material to questions posed by the instructor. If an instructor follows the approach contained in Italics, this will help to produce an interactive session in which participants get involved and learn more.

Bold text in the manual indicates key words that instructors and participants will find on their monitor screen when software is running.

3-D boxes with notes to instructors

The 3-D boxes throughout the course contain notes to the instructor.

> *This is a 3-D box with notes for the instructor. You can use it to prepare yourself before you conduct a course.*

Icons

Icons appear in both the instructor manual and the participant manual. We included icons to draw attention to the text beside the icon and to give an immediate visual clue about the meaning of the material contained in the section.

> ***Customisation**: When you see a box like this you are strongly encouraged to modify the current topic, to make it relevant to participants..*

In the instructor manual, the stopwatch icon indicates the estimated time to deliver a section of the course.

1. Introduction

AIM: To get to know each other and our goals.

To outline the aims of the course and to review the agenda.

Introduce yourself and welcome everyone to the course. Explain that the course runs over two days and review the agenda of the course. Introduce the aims of the course, and state the ground or house rules, e.g. "Cellphones to be kept switched off"; "No smoking" etc.

Introductions of students: Present the following innovative way of introducing the group to one another. Ask each student to interview the person next to them using the questions suggested below. Next, ask each student to introduce the person they interviewed to the rest of the group. To optimize time, limit introductions to a few sentences (1-2 minutes).

1. Please introduce to the group, the person you interviewed. In a sentence or two, indicate what type of work he or she does.

2. What experience with the Internet does he or she have?

3. What does he or she expect to learn form this course?

The instructor should take notes of what the students hope to learn so that this list can be reviewed at the end of the course. A flip chart or white board can be used for this purpose. The flip chart is best because the list can be taped to the wall. If using the white board, the list would most likely need to be erased to make room for other notes on the white board. In such cases, the list could be copied to a piece of paper, perhaps by a coach or fellow trainer and re-written on the board for the final review.

2. Critiquing Web Sites

AIM: To browse and critique existing Web sites.

To create critical awareness of navigational, design, aesthetic and content components of Web sites.

To introduce the features and building blocks of a good Web site.

To create awareness of features that make a Web site difficult or unfriendly to use.

To produce a list of **do's** and **don'ts** that apply to building a Web site.

This exercise is used to refresh students' use of their browsers. It is also used to critique and assess Web sites with regard to design, colour, navigation bar and ease of finding information. The exercise aims to produce a list of criteria to apply when creating Web sites in the form of 'do's and don'ts.'

The instructor should present a list of about 6 Web sites to critique. Use some sites that might be relevant to your group and use sites from the organisations which the students come from if these exist. Include examples of excellent and poor Web sites. Hand out this list of Web sites to the students at the beginning of the exercise.

Explain to the students the purpose of the exercise and discuss the criteria used for critiquing sites. Explain the rating system used.

Explaining the purpose of the exercise:	*10 minutes*
Browsing and critiquing sites:	*50 minutes*
Feedback from students:	*15 minutes*

Critiquing other Web sites

This list below includes various criteria by which you can evaluate Web sites. It is not always immediately obvious why we prefer some sites to others, but by taking the time to understand what makes a Web site 'work' for us, we can begin to establish some best practice rules for creating really effective Web sites.

Try and assign each site a score for each question :

✸ - excellent
☺ - good
😐 - not good, but not entirely useless
☹ - useless

	1	2	3	4	5	6	7	8	9	10
How navigable is the site?										
Is it easy to find the information you're after, given the various signposts on the Home Page?										
Is it easy to find your way back to the home page or other main section pages from the site's 'interior'?										
Are the navigation graphics self-explanatory?										
Do you have to click through too many pages, to get to your destination page?										
How readable is the information on the site?										
You've found the section of the site with the relevant information for your needs - is it easy to read?										
Are there clear headings on the page?										
Is the size and colour of the text easy on your eyes?										
Do the graphics on the page compliment, or detract from, the text content?										
Is the site aesthetically pleasing?										
Do the colours of the site design work well together?										
Is there a continuity of style between the graphics?										
Is the spatial arrangement of text and graphics complimentary, incidental or irritating?										
Is the design of the site in tune with the subject matter/organisation?										

How informative is the site?										
Does the information on the site stick to overviews and links to other resources, or are there opportunities to access in depth resources?										
Are there opportunities to interact with the site and ask for additional information (e.g. 'contact us' buttons etc.)?										
Are the search pages, discussion forums, guest books and other special features clearly explained and easy to use?										
Are the lists of contacts, resources and links annotated with useful descriptions, explanations and advice?										

How long does it take to get the page loaded onto the screen?										
Are there large graphics that slow down the delivery of text onto the site?										
Are there text alternatives to the graphics to read whilst waiting for the graphics?										
Does the length of the page force you to wait a long time before you can read what is at the bottom of it?										

Feedback: *Firstly ask each person in turn to tell the group which site they liked most, and why they chose this site. Write up their comments on a flip chart.*

Now ask each person in turn to say which site they liked least, and why. Write up their comments.

Add any additional important criteria that the students may have left out.

The objective is to produce two lists in bullet point format: the 'do's' and 'don'ts' of building Web sites.

Explain that the students will need to keep these criteria in mind when they build a Web site on the second day of the training course.

Keep the lists up on the wall as an easy reference tool.

Do's	Don'ts
Graphics and Images: *Simple graphics* *Relevant to the text* *Quick to download* *Self explanatory*	*Too big* *Too many colours* *Unclear* *Too many graphics on a page*
Navigation *Easy to navigate* *Navigation bars on each page* *Continuity between sections and throughout site*	*No links on pages* *No access back to home page* *Very long pages*
Text *Clear* *Easy to read* *Not too much on a page*	*Overcrowded*
Information *Easy to read* *Relevant* *Well organised*	*Not up to date* *Broken links* *No information on pages* *No feedback pages*
Colour *Simple* *Good use of colour* *Attractive*	*Clashing colours* *Too little colour* *Boring page*

3. An introduction to HTML and browsers

AIM: To gain a basic understanding of HTML concepts, terms and jargon.

To set the stage for understanding and working with HTML editors.

Review concepts and jargon related to the World Wide Web to refresh students' existing knowledge and to fill in gaps in their knowledge.

What is a browser?

A browser is a software program, which is used to view information on the World Wide Web. The two main browsers currently used are Netscape and Internet Explorer. Both perform very similar functions and either can be used effectively. Newer and older versions of browser software have different capabilities.

What is a URL?

Uniform Resource Locator (e.g. http://www.womensnet.org.za). This is the unique address of any Web page. Typing in the URL in the location box of your browser, will take you to that particular Web site. Many URLs begin with 'WWW', but this is not an essential requirement. E.g., http://sn.apc.org is as valid as http://www.sn.apc.org. It depends on how the site has been named on the server where it is hosted.

The URL will usually give you an indication of the location, and origin of the site. E.g. in the example below, 'IDRC' tell you that this is the site of the International Development Research Centre, and 'CA', that the site is located in Canada as 'CA' is the international country code for Canada.

What is HTTP?

HTTP stands for HyperText Transfer Protocol and it is the protocol used in storing and loading Web documents.

What is HTML?

*HTML is the abbreviation of **h**yper**t**ext **m**arkup **l**anguage. HTML is a language used for formatting text and graphics on the Web.*

What is a link?

Links are a way of linking one piece of text on a Web page to another Web page that could be part of the same site, or located anywhere else in the world. Commonly, these links appear on your screen as coloured, underlined text.

What is an HTML editor?

An HTML editor is a software program, which is used to produce text and HTML code. The HTML editor formats your information so that it can be viewed through a browser. Just as you use a word processing program for producing a document, so you produce a Web page with an HTML editor.

*There are two different types of editors, **WYSIWYG editors** and **Text editors**.*

***WYSIWYG editors:** WYSIWYG (**W**hat **Y**ou **S**ee **I**s **W**hat **Y**ou **G**et) editors allow you to type in text, insert graphics and lay out pages, without any need for using HTML code. The page you produce will look as it does when viewed through a browser. The HTML coding can be viewed on request, and is usually referred to as 'source'. Examples of WYSIWYG editors are Microsoft FrontPage, Macromedia Dreamweaver, Adobe Page Mill and Netscape Composer. They can be quite expensive, but are worth the investment if you want to speed up Website production. Netscape Composer is also available freely on the Internet.*

***Text editors:** Text editors allow you to see the HTML code that produces and determines the formatting, colour, layout etc. of the Web page. You need to assign code , in the form of 'tags' (see below) to each piece of text which you want to format. Examples of text editors are Allaire Homesite; HTML Tool; Hot Dog Pro.*

What is a tag?

*Tags are the HTML code which you assign to text. For example, if you want a word to appear in **bold**, you need to tag it with the HTML code that 'instructs' the text to appear in boldface. HTML tags are always inserted in between arrow brackets. You always need a tag at the beginning and at the end of the relevant text. The code in the closing tag always begins with a forward slash. E.g. if you want to the word text to appear in bold, you would tag it as follows:*

text

What is an attribute?

*An attribute is additional code 'attributed' to a particular tag. It modifies the properties of a tag. For example the **<body>** tag marks the start of the text in the HTML document and the **</body>** tag marks the end of the text in the document. You can add an attribute to the **body** tag that specifies the background colour of the document, e.g. **<body bgcolor="red">**.*

Explain to the students how the editor and browser relate to one another and how they will switch between the two applications when developing Web pages.

Explain how they will be working offline to create their Web pages, and that once the pages are ready, upload them onto a Web server that is permanently linked to the Internet.

Explain the file naming convention for HTML documents.

You will always be working in the folder called TEMP on the hard drive.

Students will need to save their files in the TEMP folder.

What are File Extensions?

File extensions are the letters which usually follow the name that you assign to the file. They are separated from the file name by a full stop and give an indication of the type of file it is. HTML Files are always saved with the extension ***.htm*** *or* ***.html***

What is the relationship between a *Browser* and an *Editor*?

You will always use an HTML editor to type in and code your information in Web format. You will use your browser to view the information you have coded.

Explain the choice between using a text editor and a ***WYSIWYG*** *editor. The point of learning to use a text editor is to give students a basic understanding of HTML code. This will enable the student to understand the '****source'*** *of a Web page when they view it and will give them more control when creating Web pages. Explain the concept of 'source' and the 'view source' option in a browser.*

4. Creating a Web page using a text editor

AIM: Hands-on session on coding a Web page.

Understanding how to format text, add colour, create lists, links and tables, and how to add graphics and images to a Web page.

*We will be using an editor called **HTMLTool** which is a shareware package, and can therefore be downloaded freely from the Internet. You can download the software from http://www.lograf.com. A set of instructions on how to download the program and install it, is found in Appendix 1 of this manual. You do not have to use HTMLTool as the HTML text editor. We have chosen it for the following reasons:*

- *It is a relatively small program so it is quick to download*
- *It is easy to use*
- *It provides all the basic features of HTML in a user friendly way*
- *It has a good file structure*

If you choose another editor, please customise this section. Other text editors available are for example, Hotdog Pro, Home Site, UltraEdit

Make sure that the program has been installed on each computer that will be used for training. If you have sufficient time, and a good connection to the Internet, the students can be coached through the process of downloading and installing the software themselves.

Set up each student's computer with a TEMP folder. This should be done before the training begins. The file TEST.TXT is a pre-prepared text document which the students will code as their first Web page. The complete text of the file can be found in Appendix 3. Copy the file TEST.TXT into the TEMP folder. The instructions below are the instructions to be used to code the text.. If you are using any other HTML editor, please use this file as it is a good exercise in coding.

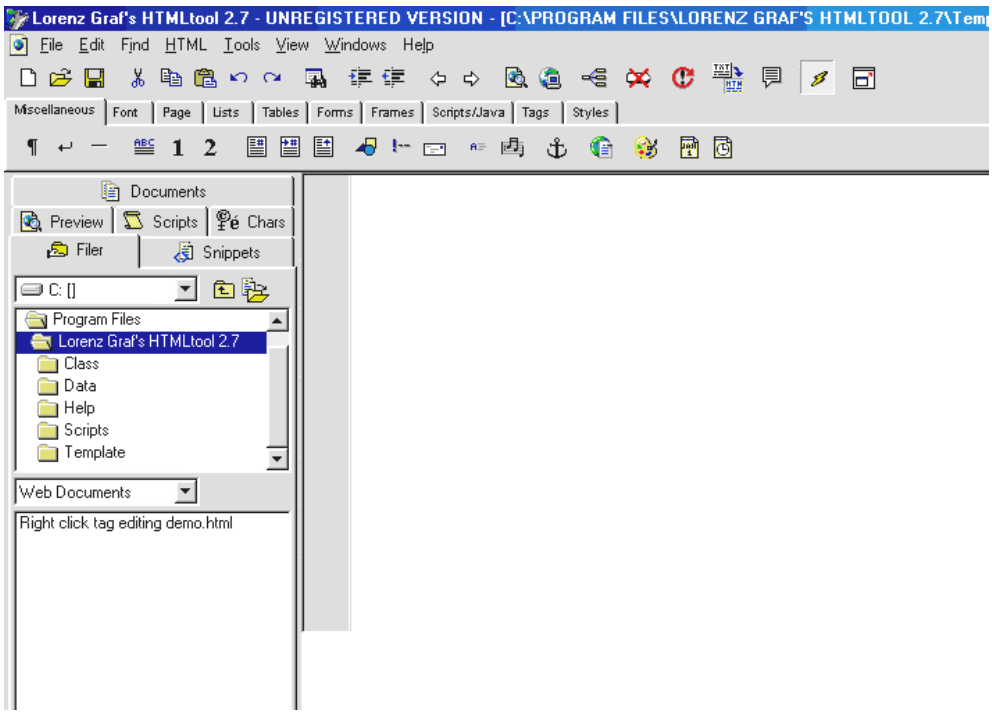
Timing guidelines for this section:

Formatting text	*70 minutes*
Lists	*15 minutes*
Links	*30 minutes*
Images	*30 minutes*
Tables	*35 minutes*

Explain to the students that we will now begin our hands-on work, and will start by opening up the browser and the editor. In our exercise, the students will be switching between the two applications, editing in HTMLTool and viewing their pages with a browser.

4.1 Opening *HTMLTool*

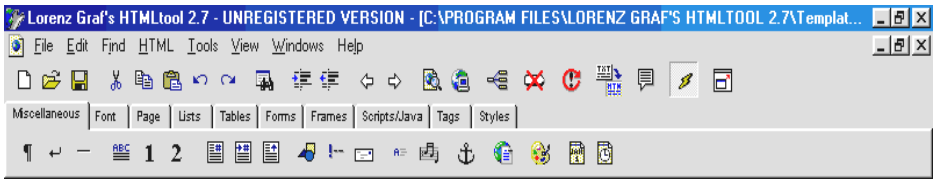
Click on the *HTMLTool* icon on your desktop or click on the **START** button, select **PROGRAMS** and click on *Lorenz Graf's HTMLTool*. The following window will appear on your screen:



4.2 *HTMLTool*: Pulldown menus and toolbar

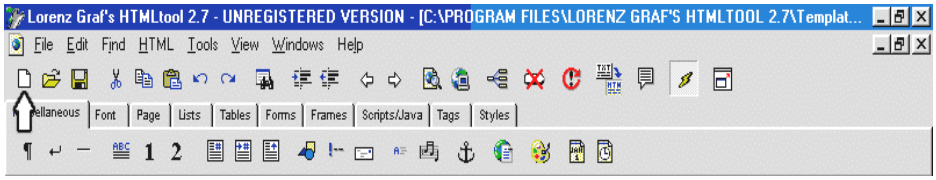
Explain what the screen looks like, the pulldown menus, toolbar, the file structure on the left hand side of the screen.

The pull down menus and toolbar perform standard functions such as helping you open, close and save files, as well as all the functions that are needed to format HTML documents. Scan the Pulldown menus and the toolbar to familiarise yourself with them.



4.3 Opening a new document

Click on the *New Page* icon.



Choose **NEW FROM SCRATCH**

Enter the *title* of the document you want to create.

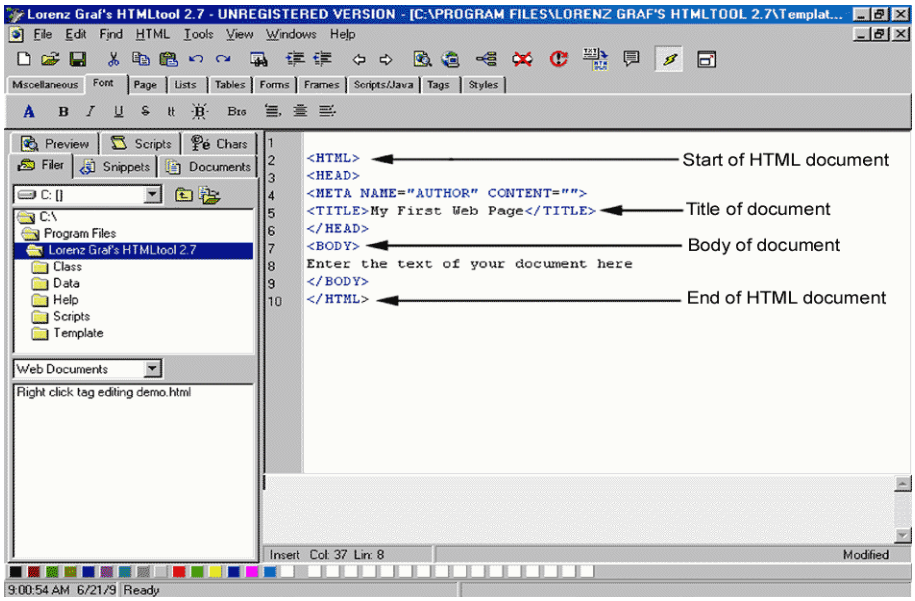
Explain that the title is the name of the document and that it will appear in the blue bar or title bar of a Web browser screen. Give some examples of titles that accurately reflect the contents of a document.

*The **title** is the name of the Web page you are creating. It appears in the blue bar or title bar of the Web browser screen. Give your Web document a title that gives a clear indication of its content as, once the document is 'live' on the Internet, the title is used by Web search engines.*

Enter your name as the author of the document and then click OK. A new document, with the outline of the basic structure of a Web page, will appear on your screen. The various 'parts' of the Web page are indicated by 'tags' that appear in arrow brackets.

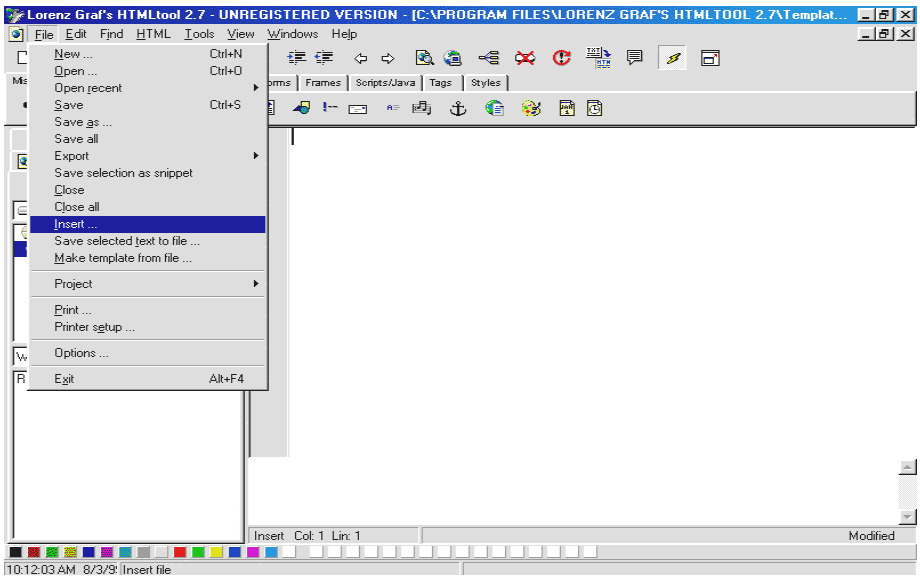
Explain the purpose of the tags in <> - arrow brackets - and that these tags are the essential characteristic of an HTML document. Review the basic tags illustrated in the screen below.

Each Web page has to contain certain basic tags for it to be a valid Web page. They can be seen on the right hand side of the screen below.



4.4 Inserting existing text

We are going to insert a document called test.txt, which has been prepared for you. Go to the **FILE** Pulldown menu and select **INSERT**



Find the document, previously prepared by your trainer, named TEST.TXT in the TEMP directory on your C: drive and double click on it. The TEST.TXT document is loaded and ready for formatting.

4.5 Saving Web documents

Click on the *Save* icon

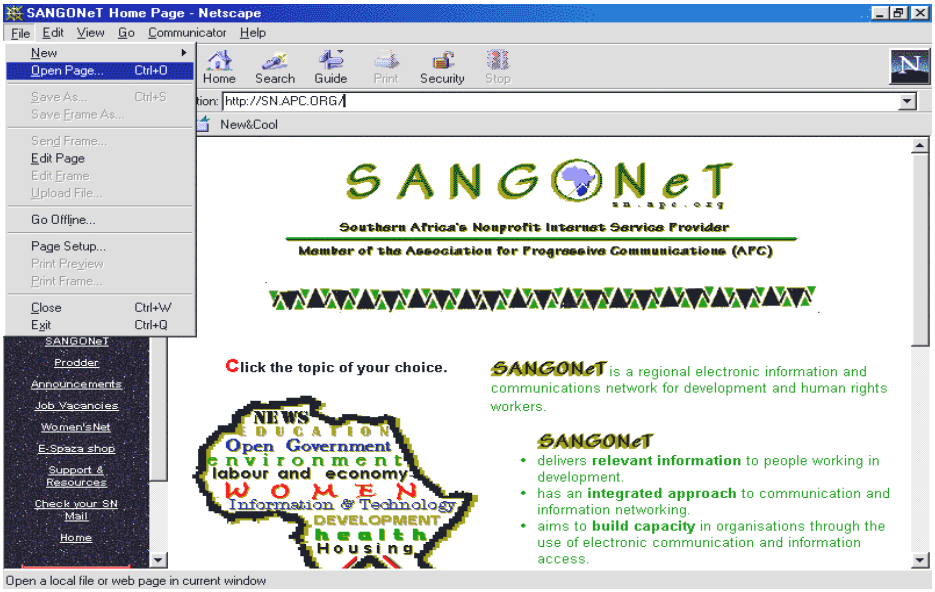
Save the file called test into the TEMP directory. It will automatically be saved with an **.htm** extension. From now onwards this document will be referred to as a Web document.

4.6 Viewing a Web document with a browser

*Explain how to view the Web document, which now has a **.htm** file extension, with a browser. Explain that the title of the document appears in the blue bar or title bar of the browser, and that all the content appears in one paragraph even if the original version had paragraph and line breaks.*

We will now view your Web document with a browser. Minimise *HTMLTool*, which will keep it open. Open up either *Netscape* or *Internet Explorer*.

Go to the **FILE** Pulldown menu in your browser and click on **OPEN PAGE,** in Netscape and **OPEN** in Internet Explorer



Go to the TEMP directory and double click on **test.htm** to open the document

You will see the page load up on screen without any formatting. There are no paragraph spaces or line spaces.

Go back to *HTMLTool* to start formatting the Web document.

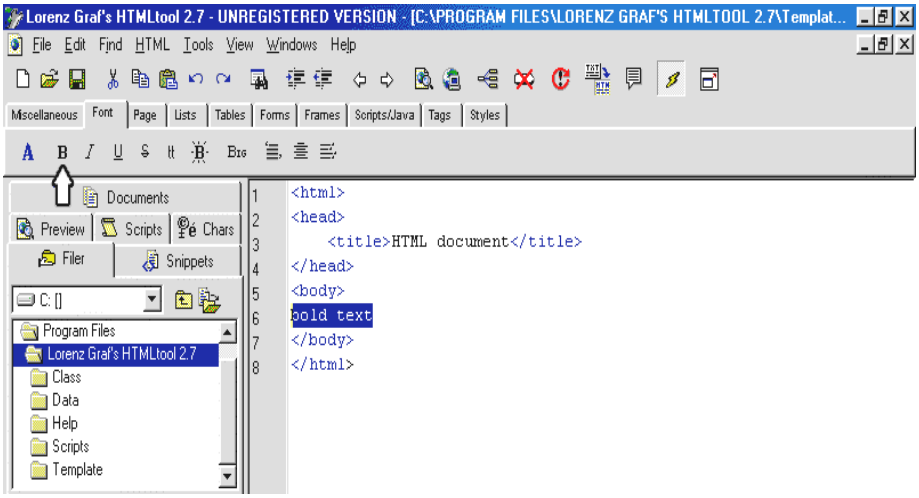
4.7 Formatting text

In HTML, you can format the text of the Web document in various styles. You can bold and italicise text, change the font size, type and colour, centre and align text, add headings, and create lists of items. You are limited by the HTML tags, but you can still create good effects.

- **Bold text**

Highlight the text that you want to appear in bold.

Click on the **FONT** tab on the toolbar and click on **B.**

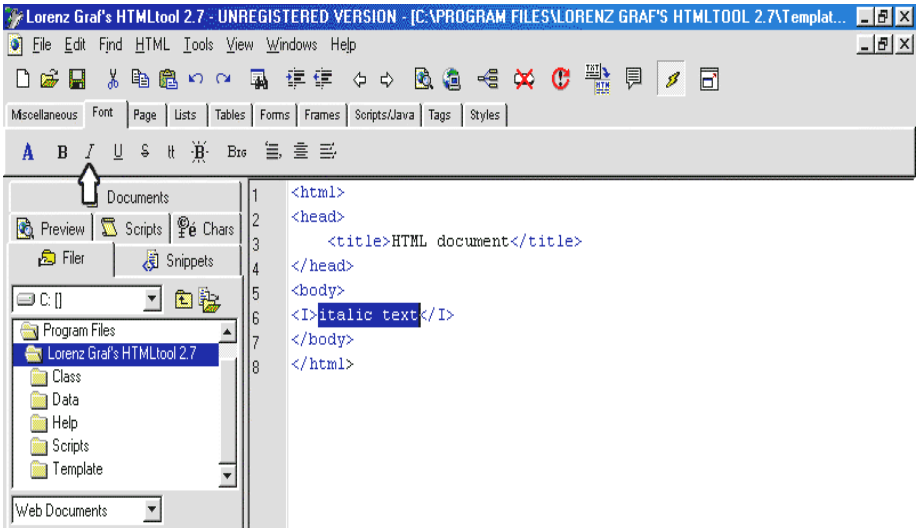


You can see that 'tags' that indicate **bold** will appear before, **<B>,** and after, **</B>,** the text you selected.

- **Italic text**

Highlight the text that you want to appear in italics.

Click on the **FONT** tab on the toolbar and click on **I**



You can see that 'tags' that indicate **italics** will appear before, **<I>, a**nd after, **</I>,** the text you selected.

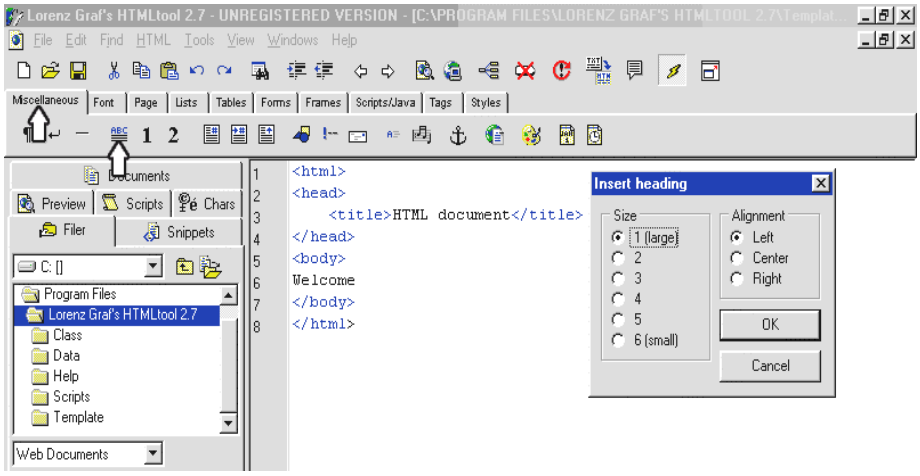
- **Headers**

Explain the concept of headers in HTML and how they relate to sub-headings in word-processed documents.

*A **header** is a headline or heading in a Web document. HTML provides you with 6 sizes of headers ranging from small (H6) to large (H1). A header will automatically place the text in bold and give it a different size. The size of the headers you select will depend on your text. E.g., you might select H1 for your main heading, i.e. the document title, and smaller headers for sub-headings.*

Highlight the text that you want to appear as a header.

Click on the *Miscellaneous* tab on the toolbar and choose **ABC**



Select the header size you want to use, and the alignment you require (left, right or centered), and then click on **OK**.

Remember to get the students to save their documents and then switch to the browser and click on RELOAD or REFRESH to view the changes they have just made.

- **Saving and reloading the Web document**

Remember to save your file so that the changes you have just made are saved. To save your file, click on the **SAVE** icon on the toolbar.

You need to then reload the document in your browser to view the changes you have just made.

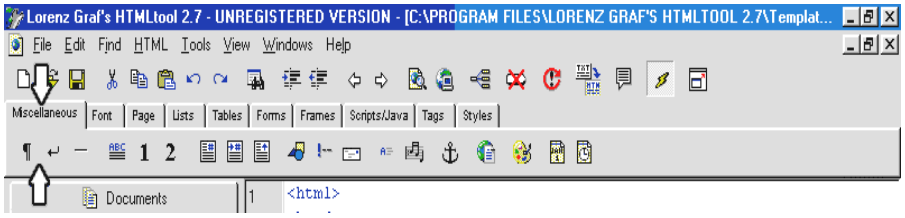
Switch applications to Netscape or Internet Explorer by either using your task bar, or holding your **Alt** key down while pressing **Tab**.

Click on the **RELOAD** button in Netscape or the **REFRESH** button in Internet Explorer. These are found on the toolbar. The changes you have just made can be viewed on your Web page.

- **Paragraphs and line breaks**

Paragraph breaks are the 'spaces' between paragraphs. Line breaks are the breaks which are generally inserted at the end of a line, or after a sentence that stands on its own.

Place the cursor at the position in the text where you want to insert a paragraph or line break.



Click on the *Miscellaneous* tab on the toolbar and choose

¶ for paragraph break.

The tag <P> will be inserted in the text.

Click on the *Miscellaneous* tab on the toolbar and choose

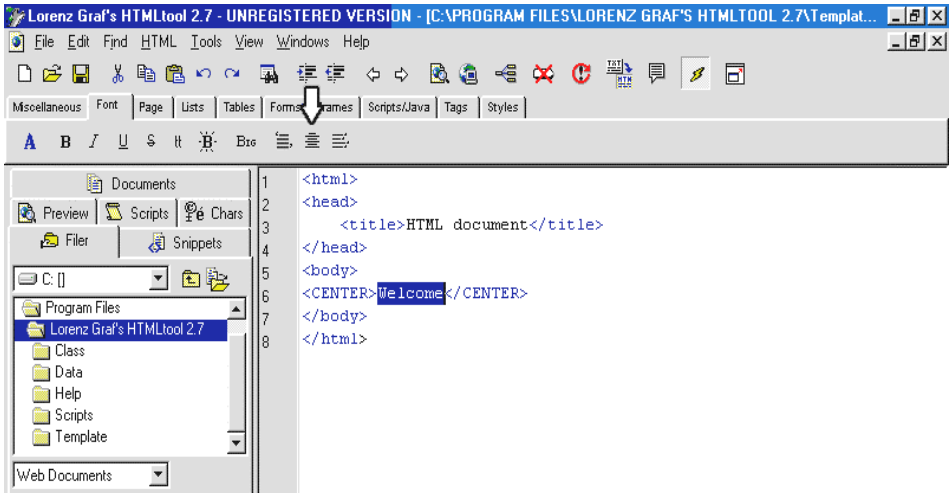
↵ to insert a break at the end of a line, or sentence.

The tag <BR> will be inserted in the text.

- **Centering text**

Highlight the text you want to centre

Click on the *Font* tab on the toolbar and choose **CENTER**



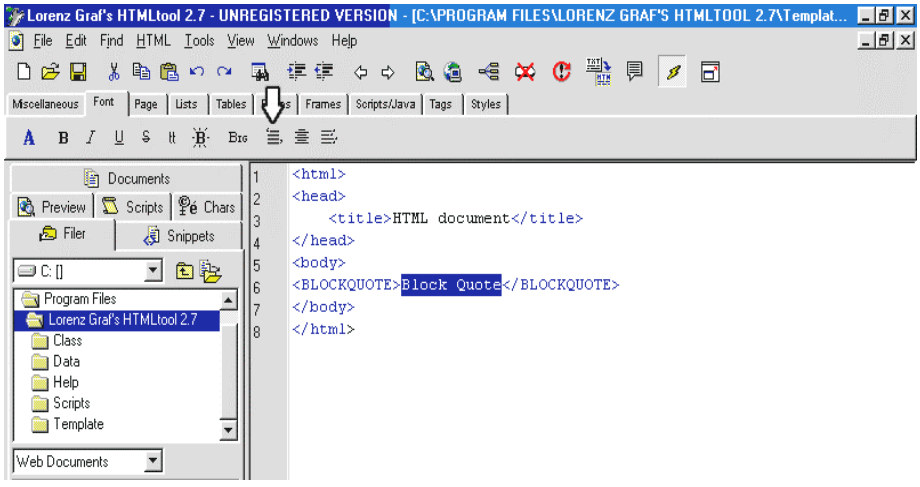
The tags indicating centering text, and , are inserted around the text.

- **Blockquoting text**

*A **blockquote** indents text a certain distance away from both the left and the right margins, so that it looks like "quoted" text.*

Highlight the text that you want to appear in a blockquote.

Click on the Font tab on the toolbar and select **BLOCKQUOTE**.



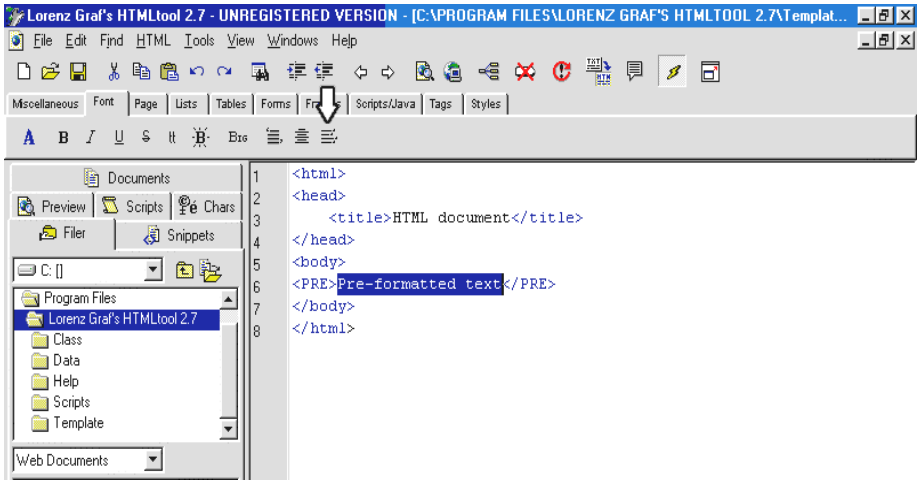
The tags indicating blockquotes, <blockquote> and </blockquote>, are inserted around the text.

- **Pre-formatting text**

  Preformatted text is kept in Courier font, and, when viewed as a Web document, retains all the spaces made by the spacebar and breaks made by enter key.

  Highlight the text that you want to preformat.

  Click on the *Font* tab on the toolbar and choose the **PREFORMAT** icon.

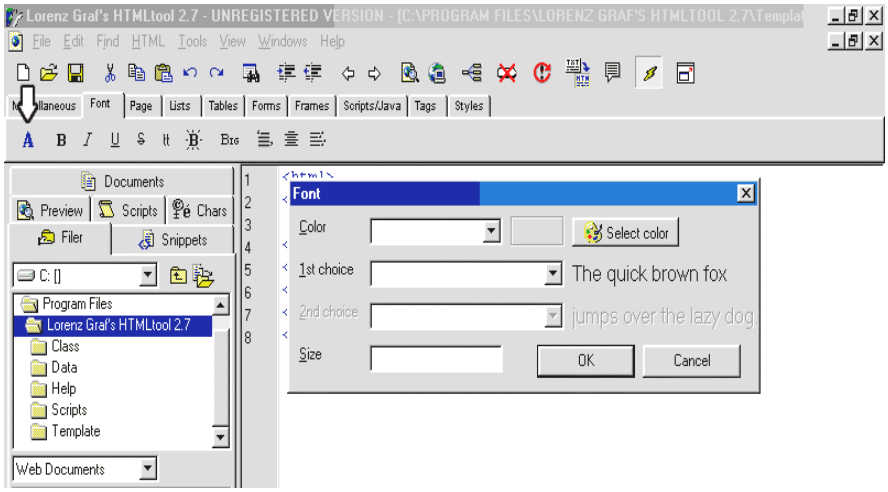


  The tags indicating preformatted text, <pre> and </pre>, are inserted around the text.

- **Font size, face and font colour**

  Highlight the text you want to format.

  Click on the *Font* tab on the toolbar, then click on the **"A"** and select the font colour, the font face and the size you want to use.



2Click on OK. The tags indicating font size, type and colour, and , are inserted around the text.

4.8 Lists

 *Explain what unordered and ordered lists are, and how they can be used on Web pages. Explain that each item in a list must be tagged with a ‘list item tag’.*

Unordered and Ordered Lists

An unordered list is a list of bulleted items. Each item is lined up and separated automatically by a space. For example:

- first item on list
- second item on list
- third item on list

An ordered list is a list of items, but each item is numbered. Numbering can be decimal, roman or alphabetic. For example:

1. this is item one on the list
2. this is item two on the list
3. this is item 3

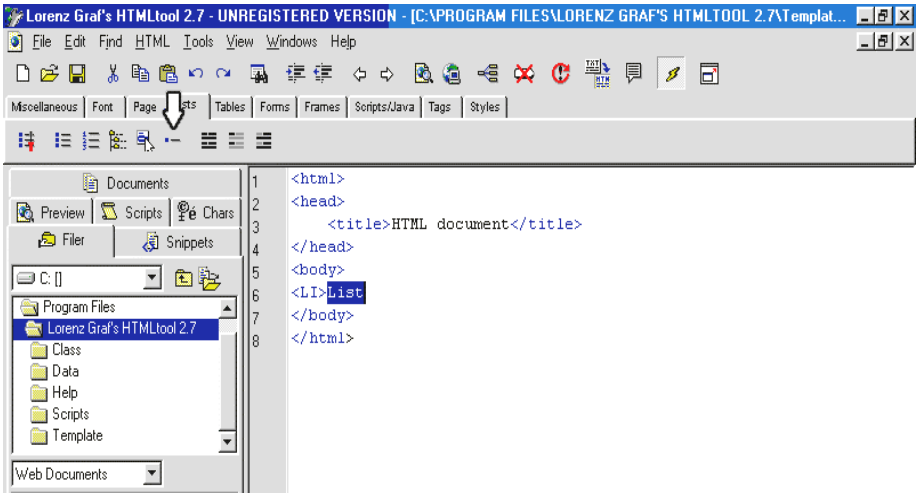
OR

a. this is item one on the list
b. this is item two on the list
c. this is item 3

HTML code automatically bullets or numbers each item in the list.

To create a list, highlight the text you want to convert to a list. Click on the *Lists* tab on the toolbar and choose either an ordered, or unordered list. Select the type of bullets or numbering you want. The list is created with the appropriate tags, for example <ul> and for an unordered list. Now you need to **bullet** or **number** each item in the list, by making it a list item.

Highlight each item you require in the list and click on the **LIST ITEM** icon.



The tag indicating a list item, <li> is inserted before the text.

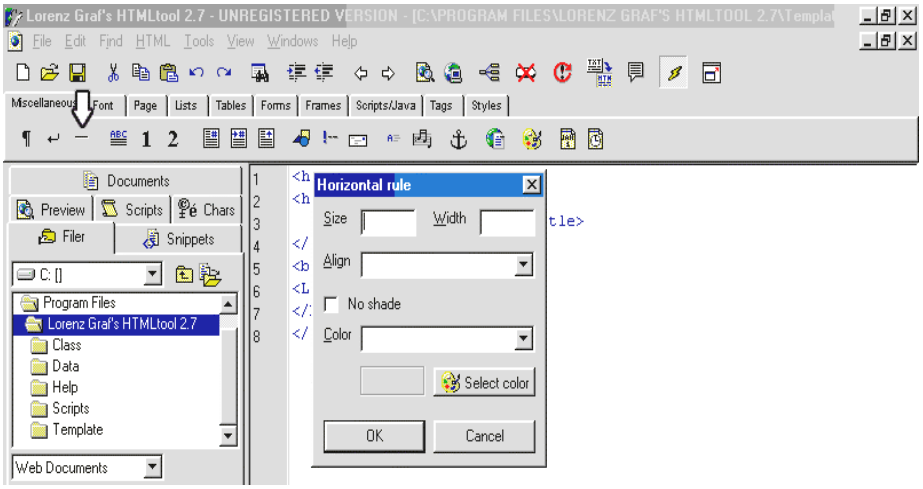
4.9 Horizontal Rules

Explain what a horizontal rule is, that its length can be assigned as a certain percentage of the width of the page, and that it can be shaded or unshaded.

A horizontal rule is a line which is ruled right across the page. The attributes of the line can be set to determine the thickness, length and appearance of the line. The length is stated as a percentage of the width of the page. You can experiment until you achieve the desired length. In terms of appearance, you can choose to make the line shaded.

Click in the text where you want your rule to appear.

Click on the *Miscellaneous* tab on the toolbar and click on the **HORIZONTAL RULE** icon.



The tag indicating a horizontal rule, <hr width=75% noshade> is inserted in the text.

4.10 Background colour

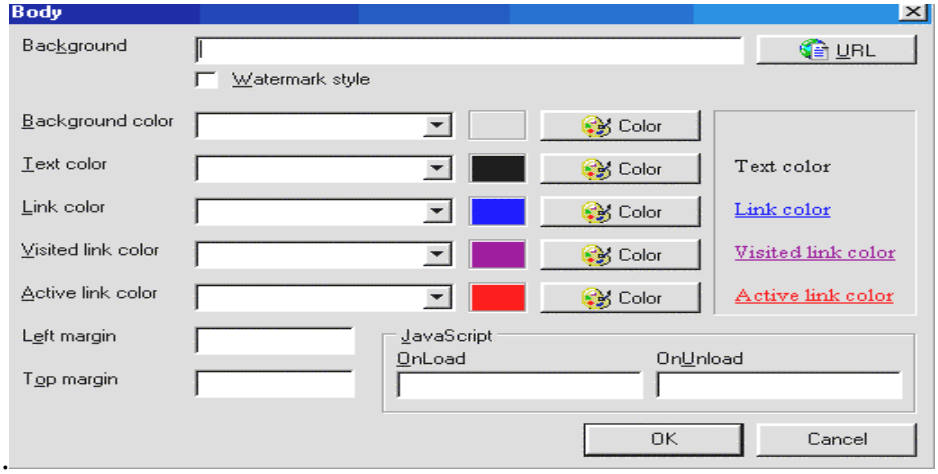
Background colour refers to the colour of the Web page on which your text appears. The default colour is white, but you can choose almost any colour you want. Background colour is an attribute of the **<body>** tag.

*Explain to the students that if they want to change a tag in HTMLTool, they need to 'right click' inside the tag, and then choose **EDIT the tag** from the menu. Remind them that 'right click' means clicking with the right hand button on the mouse.*

Go to the <body> tag.

Right-click on the body tag.

Edit the settings.



Click **OK.**

The attribute bgcolor will be inserted in the <body> tag. For example <body bgcolor="silver">

4.11 Links

Ask the students to create a new HTML document from scratch, assign their own names to it as filename, and to save it in the TEMP folder. They should now write two paragraphs about either their organisations or themselves. They should include some formatting, colour and at least one list in the text they are creating.

Ask them to view their document in the browser making sure they load this newly created Web document. The students should now create links from this new document to the previous document they were working on: test.htm. Make sure that the students test that their links are working by clicking on them in their browsers.

A link is a word, phrase, or image in a Web document that is 'clickable'. In other words, when clicking on the 'link' word, phrase or image, you automatically open another document, or jump to a different section of the same document.

There are four different types of links in HTML:

- *A link to another document: a clickable area that links to another HTML document you have created.*
- *A link to a URL: a clickable area that links to another Web site.*
- *A link to an email address: a clickable area that links to an email message with a pre-selected email address*
- *A link to a point somewhere else in your Web page (an internal link): a clickable link to a point somewhere else in the same Web page.*

4.11.1 A link to another Web document

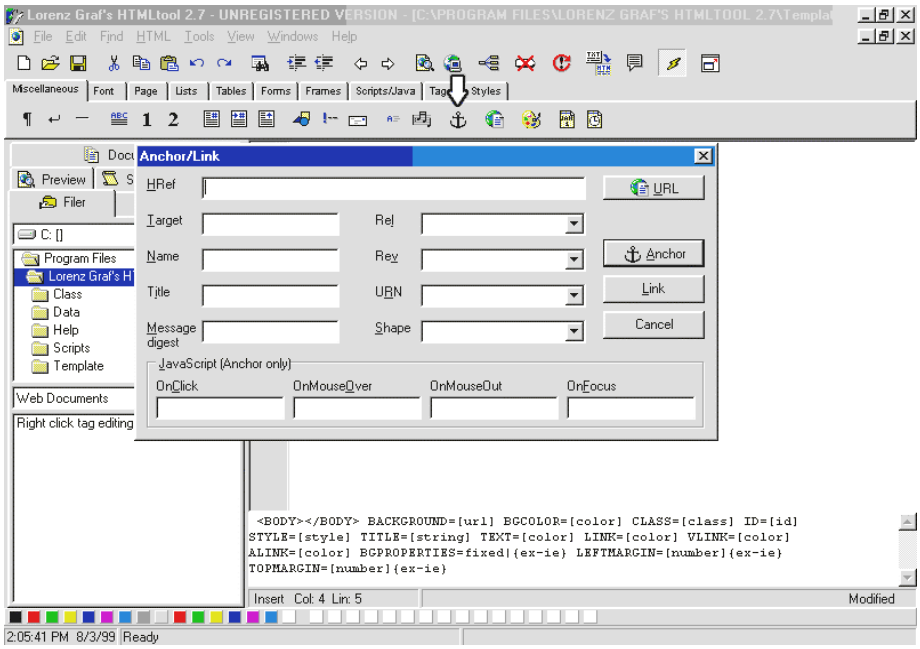
First type in the text that you want to make clickable in your Web document.

Highlight the text.

Click on the *Miscellaneous* tab on the toolbar.

Now click on the **ANCHOR** icon

Type in the filename of the document to which you want to link in the box next to HREF.



Click on **ANCHOR**

The tag indicating a link to a document, and , are inserted around the text.

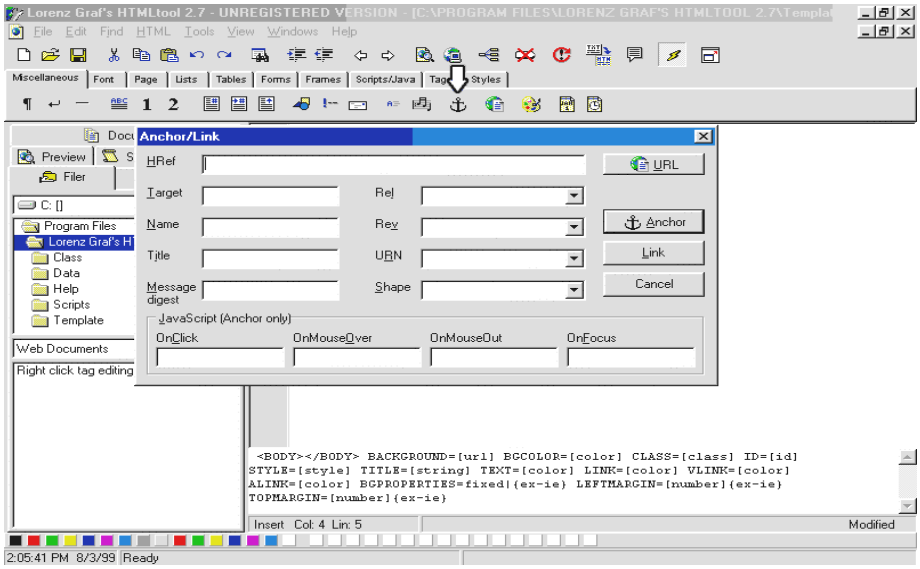
4.11.2 Links to another Web site

First type in the text that you want to make clickable in your Web document.

Highlight the text.

Click on the *Miscellaneous* tab on the toolbar.

Now click on the **ANCHOR** icon



The same dialogue box as in the previous example appears. Type in the URL of the Web site to which you want to link in the box next to HREF, e.g. http://www.sn.apc.org.

Click on **ANCHOR**

The tag indicating a link, and , are inserted around the text.

4.11.3 Links to an email message

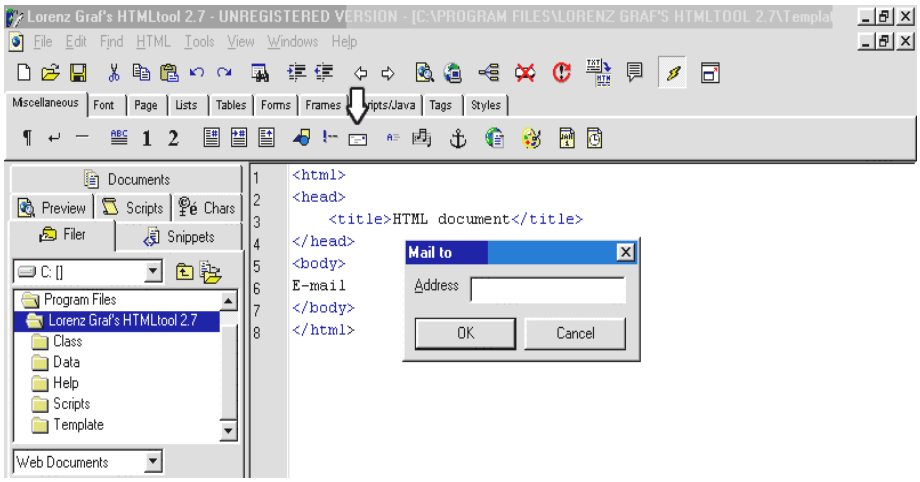
First type in the text that you want to make clickable in your Web document, for example, *'contact us'*.

Highlight the text.

Click on the *Miscellaneous* tab on the toolbar.

Now click on the **MAILTO** icon

Type in the email address to which you want to link.



Click on OK

The tag indicating a mail link, and , are inserted around the text.

4.11.4 Internal links

Explain what an internal link is and when it is useful, e.g. in very long documents with multiple sections.

*An **internal link** is a clickable link to a different place in the same Web page.*

Firstly go to the place in the document that is the intended destination of the link. The destination is known as the *target*. You have to decide on a name for the target.

Naming targets:

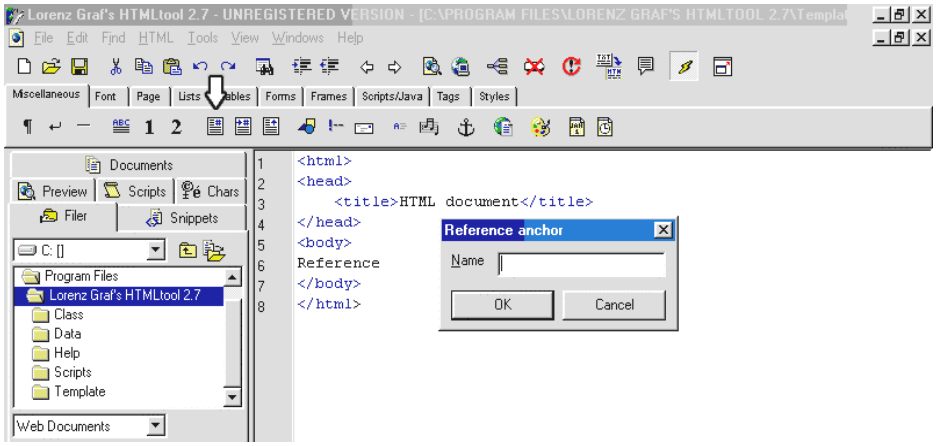
Give the target a relevant name

Don't use any spaces in the target name.

Give it a name that refers to the particular paragraph or section. Eg. Section1 or section1.2

Click on the *Miscellaneous* tab on the toolbar.

Click on the **REFERENCE ANCHOR** icon



Type in the name of the target.

Click on OK.

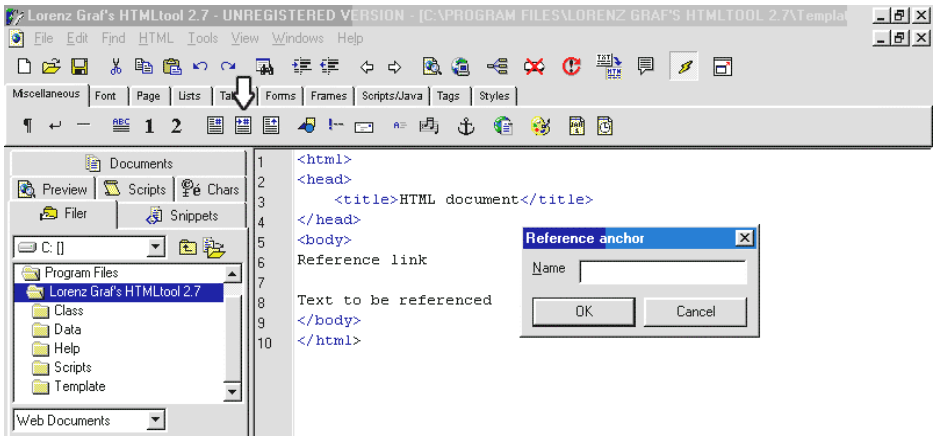
The tags indicating a target name, and , are inserted in the text.

Now go to the text **from** which you want to link. This text is known as the **REFERENCE ANCHOR.**

Highlight the text.

Click on the *Miscellaneous* tab on the toolbar.

Click on the **JUMP TO REFERENCE ANCHOR** icon.



Type in the name of the REFERENCE target you have just created eg.section1

Click on OK.

The tag indicating the internal link, and , are inserted around the text.

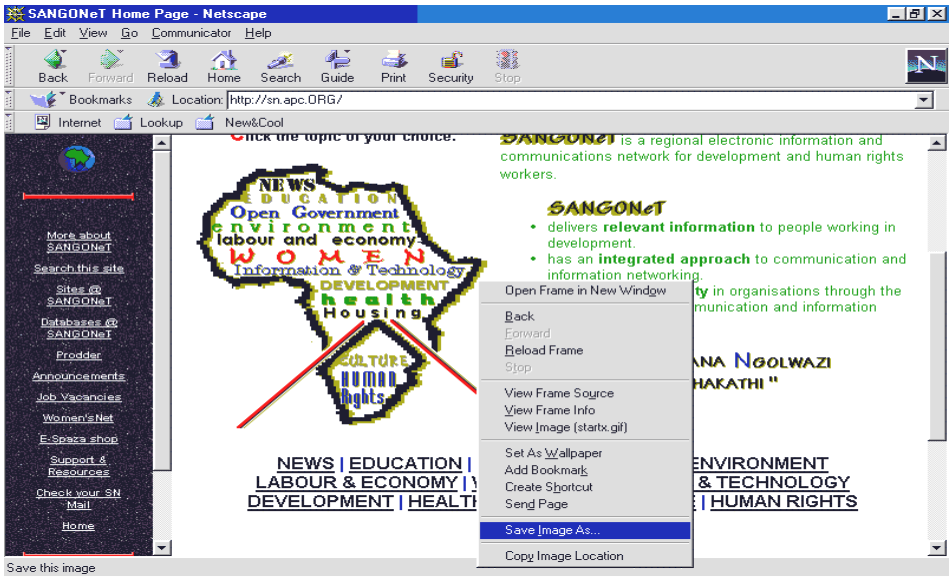
4.12 Images

Firstly get the students to browse a Web site which contains a graphic or image that they would like to use. Explain that it is possible to download images from any Web site on the Internet by 'right clicking' on the image and saving it onto your own computer. Tell the students to remember to save the graphic as a GIF or JPG file into their TEMP folder.

- **Downloading images and graphic from a Web site on the Internet**

  Move your cursor over the image you would like to download.

  Click on the image with the right hand button on your mouse.



Choose **SAVE IMAGE AS**

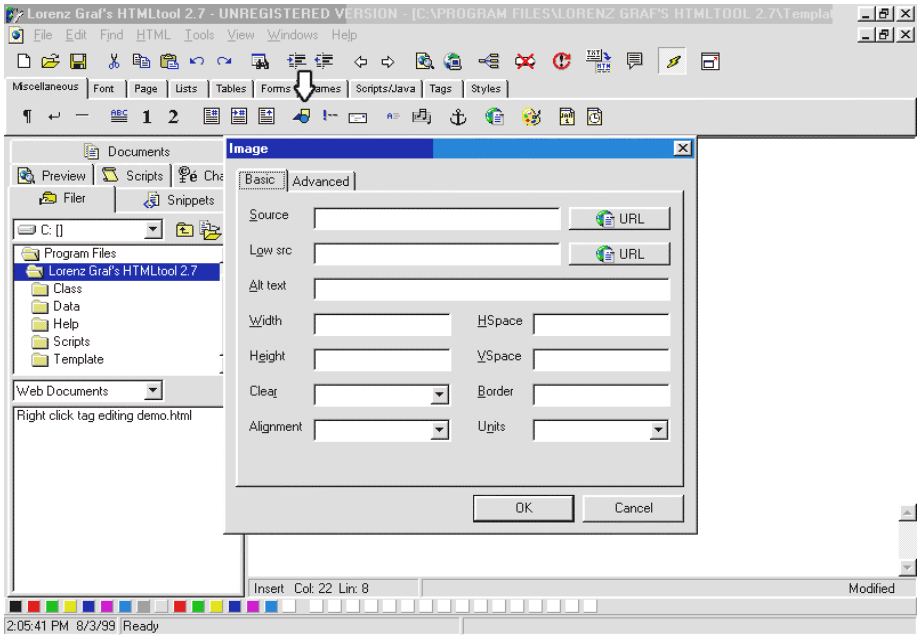
Choose the folder, e.g. TEMP, that you want to save the image in, and click on **SAVE**.

- **Inserting a graphic or image into your text**

Move your cursor to the place in the document where the image is to be inserted.

Click on the *Miscellaneous* tab on the toolbar.

Click on the *Image* icon.



Type in the name of the image which you want to insert. Use the name with which you had previously saved the image.

Click on OK

The tag indicating an image, <img src="logo.gif">, is inserted in the text.

4.13 Tables

Explain what a table is and how it is used in a Web page.

A table consists of a grid of rows and columns. The intersection of each row and column is called a cell. This is where the text is located. You can insert text, images, headers or links into a table cell.

Tables are often used as a tool to locate text or images in fixed positions on a Web page.

Get the students to build a simple table of two rows and two columns. Explain the meaning of the tags that HTMLTool produces, e.g. <table> and </table>.

Create a simple table that has the following format:

COLUMNS

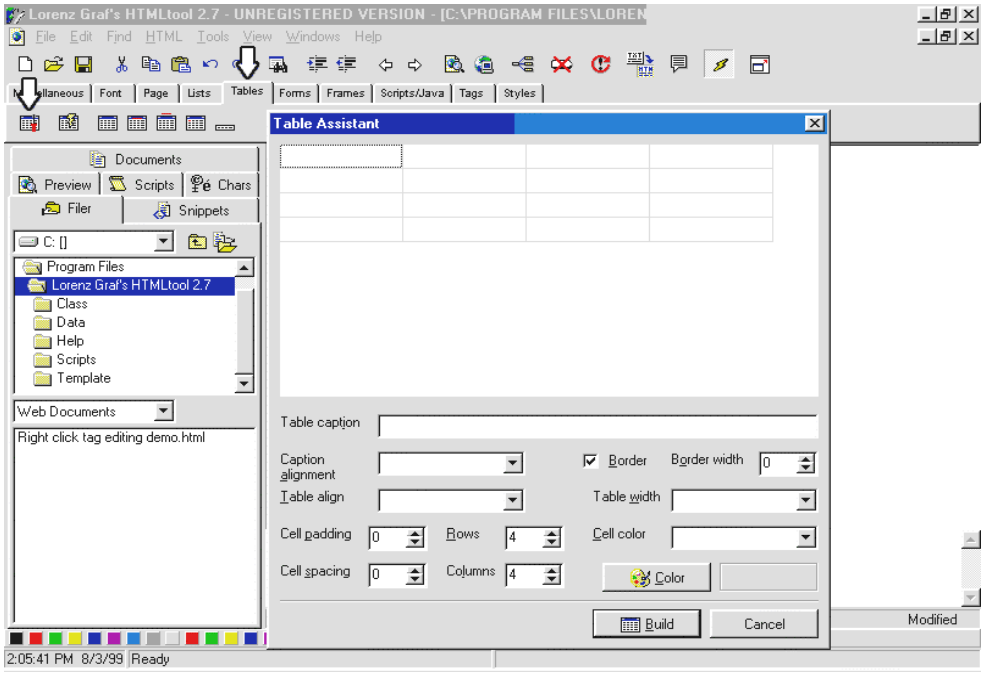
Insert the graphic Downloaded into row1 column1	Insert the name of the organisation into row 1 column 2
Insert the address of the organisation into row2 Column1	Insert a **mailto** link into Row2 colum2

ROWS

- **Building a table**

  Click on the *Table* tab on the toolbar.

  Click on the **TABLE ASSISTANT** icon



  Type in the number of rows and columns required. In this case, 2 rows and 2 columns.

  A border indicates the grid lines around the table. It clearly marks the rows and columns. If you don't want a border around the table, type 0 next to Border width. Otherwise type in a number from 1 to 7, which will give you different styles of borders.

  If you want the table background to be a certain colour, click on the down arrown next to cell color and choose the colour you require.

  If you want the table centred or right aligned, click on the down arrow next to Table align and choose the alignment.

  Click on OK.

  The basic outline of the table will appear on your Web document.

You will see the following code on your screen.

```
1  <html>
2  <head>
3      <title>HTML document</title>
4  </head>
5  <body>
6  <TABLE BORDER="0">          <-- Start of table
7  <TR>                        <-- Start of Row 1
8      <TD></TD>               <-- Column 1
9      <TD></TD>               <-- Column 2
10 </TR>
11 <TR>                        <-- Start of Row 2
12     <TD></TD>
13     <TD></TD>
14 </TR>
15 </TABLE>
16 </body>
17 </html>
```

Fill in the text as needed in the correct cells of the table.

5. Building and Manipulating Graphics and Images

AIM: To understand the basic concepts of Web graphic and image management.

To learn how to create, edit and manipulate images at a basic level.

This one hour module introduces the students to the basic concepts behind creating, editing and manipulating Web images. They will also be introduced to PaintShop Pro, the shareware graphics package available for download on the Internet. We have chosen to use Paintshop Pro because it is inexpensive, avaiable widely on the Internet and is a versatile graphics package particularly compatible with Web graphics.

You can download Paintshop Pro from http://www.tucows.com which does have mirror sites around the world. Choose the closest region to you and search for Paintshop Pro. Remember when you download the program it is an evaluation version and will only be valid for one month. You then need to pay for the copy.

The students will then be given some time to freely experiment with the graphics package and find out what it can do for them.

This module consists of:

1. *Introduction to Web graphics (15 min*

   A brief look at the common image formats used in Web Publishing and the governing factors, as explained below.

2. *Exploring PaintShop Pro (20 min)*

   Exploring the Tool Palette by letting the students create a logo.

3. *Finding your way around! (25 min)*

   The fun part, where students create their own graphics!

5.1 Introduction to Web graphics and images

A cardinal rule when designing Web pages is to keep the files small in size to facilitate quick downloading. For this reason, we use compressed image formats in Web graphics. The most common compressed image formats are JPEG and GIF. After creating an image you should save it in one of these formats.

Explain the meaning of JPEG and GIF and in which cases the respective formats are used.

JPEG and GIF file formats were developed by the leading Web programmers and graphic artists in the early days of Web design to enable delivery of maximum quality at minimum size, and therefore maximum speed.

- **JPEG**

  ***JPEG** stands for **Joint Photographic Experts Group**. As the name suggests this is the best format for displaying photographs and other images with variable shading.*

  ***Variable shading** is the term used to describe the varying degree of colour tints commonly found in photographs.*

  JPEG images are capable of displaying 24 bit colour, or 16.7 million colours. JPEG images can be further compressed using advanced image editing packages like Adobe Photoshop. However, bear in mind that the overall display quality is affected by the rate of compression. In short, quality deteriorates as compression is maximised.

- **GIF**

  ***GIF** was developed by CompuServe and stands for **Graphic Interface Format**. This format can display images of 256 colours or less and is used primarily for graphic content with sharply defined colours, for example, logos.*

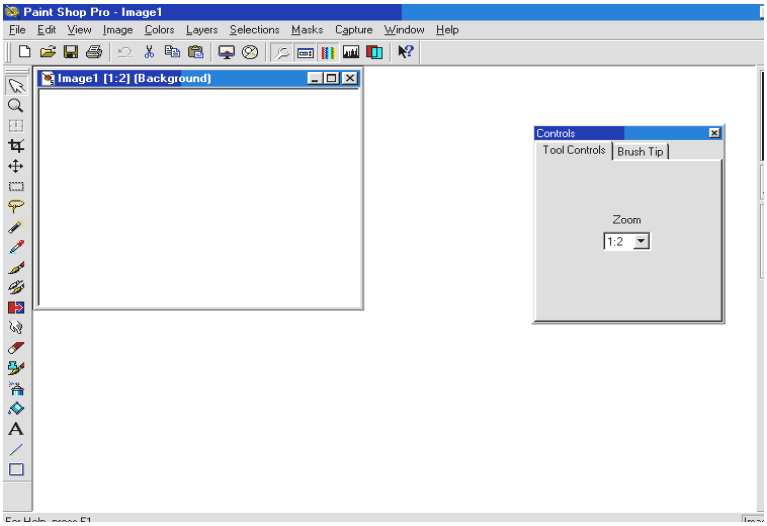
  An important feature of GIF is its unique transparency utility. You can specify that any colour in a GIF image is transparent. For example you may have created a logo and would like it to appear without any surrounding colour on the web document. You will then set the image's background colour to be transparent. This feature is widely used in the World Wide Web

  *An **animated GIF** is several GIF images composited into a single image which, when viewed, appears to be animated. Software like GifAnimator (downloadable at http://www.webutilities.com/ga.) is used to create animated GIFs.*

5.2 Exploring PaintShop Pro

*Explain to the students that PaintShop Pro is a graphics editing software package that we use for creating and manipulating Web graphics. Explain that this module will not cover PaintShop Pro 5 comprehensively. Encourage them to spend time on the package at their leisure and find out for themselves what it can do for them. Tell them about the **Help** files. Ensure that the Tool palette on all the computers are on the left-hand side of the open window as shown below.*

Open PaintShop Pro.



5 min

Make the students pass their cursor over each of the icons on the Tool palette and let them read the corresponding ToolTips (explanation of that particular tool) that appear on the status bar at the bottom. Spend no more than five minutes on this exercise.

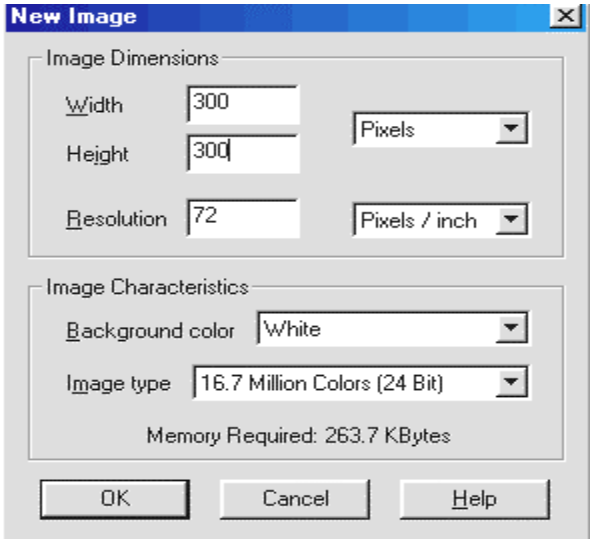
- **Create a logo from your name**

Click on the New icon.

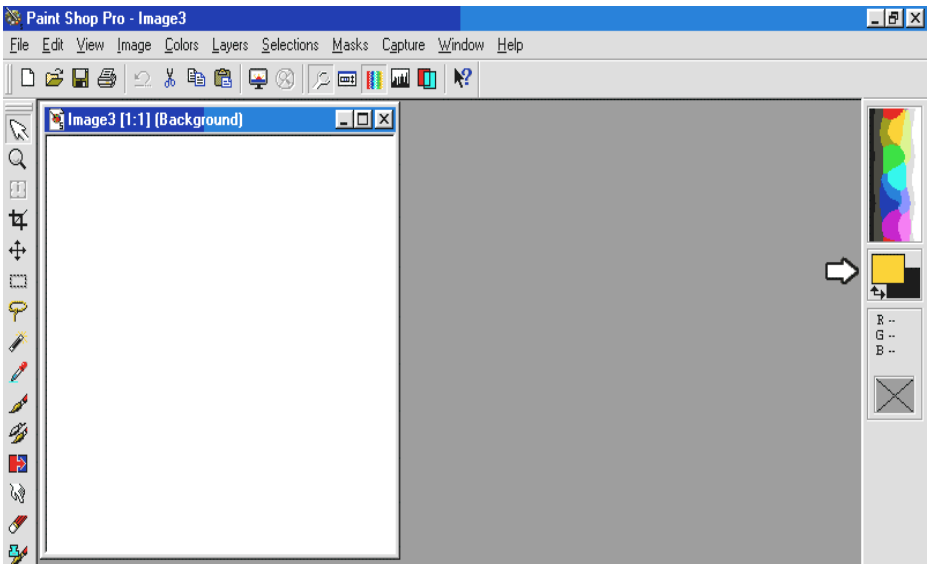
In the dialogue box, enter 300 pixels width and 300 pixels height.

A pixel is the smallest unit of measurement on a computer monitor. However, the pixel is not an absolute standard of measurement in itself. It is dependent on the resolution of the image, which specifies how many pixels make up an inch or centimeter. The default resolution for web images is 72 pixels per inch.

Set the resolution of your image to 72 pixels per inch.

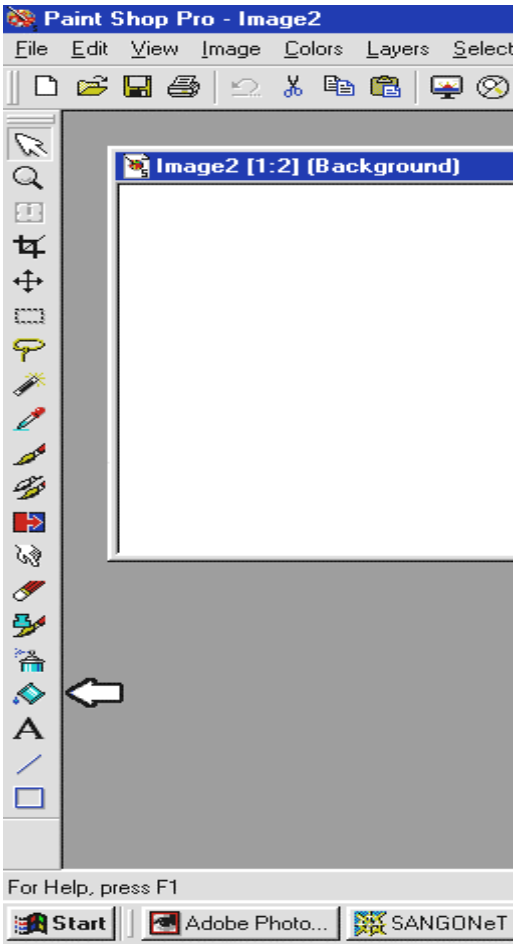


Choose a colour from the Colour Palette on the right hand side of the screen. Click once on the square in front. Choose the colour, which you want to work with.



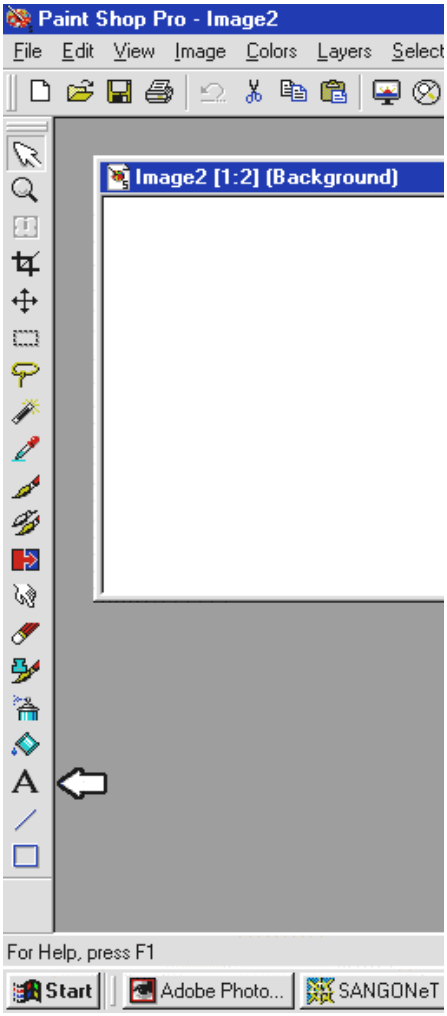
Explain that the HTML code, which appears at the bottom of the dialogue box where you choose the colour, corresponds to that particular colour, and can be inserted in the HTML file to get an identical background colour.

Click on the **Flood fill** tool on the Tool Palette (looks like a paint bucket). Click once on the document - it should fill with the colour you have just chosen.

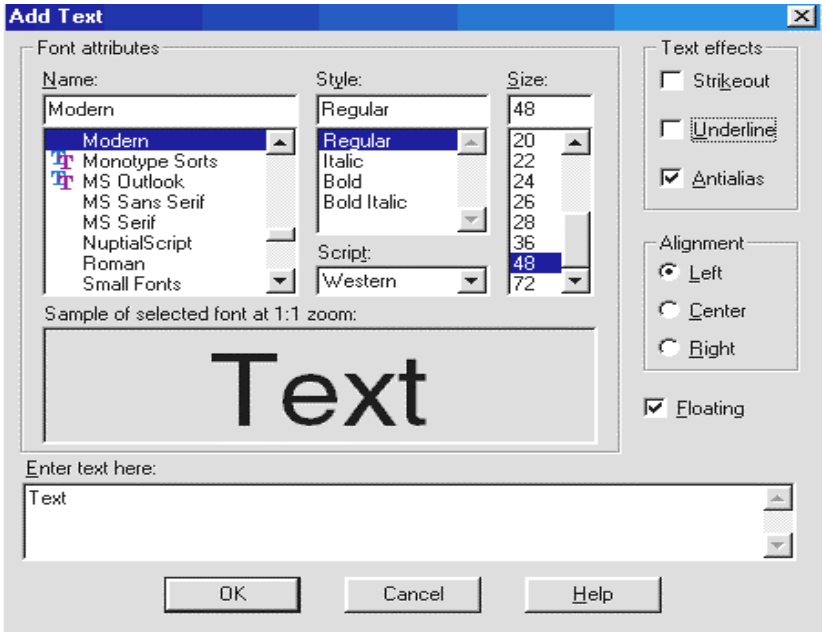


Choose a colour to write your name in using the same procedure as before. Make sure you choose a colour which contrasts with the background colour

Click on the **Text** tool on the Tool Palette (indicated by the letter A).

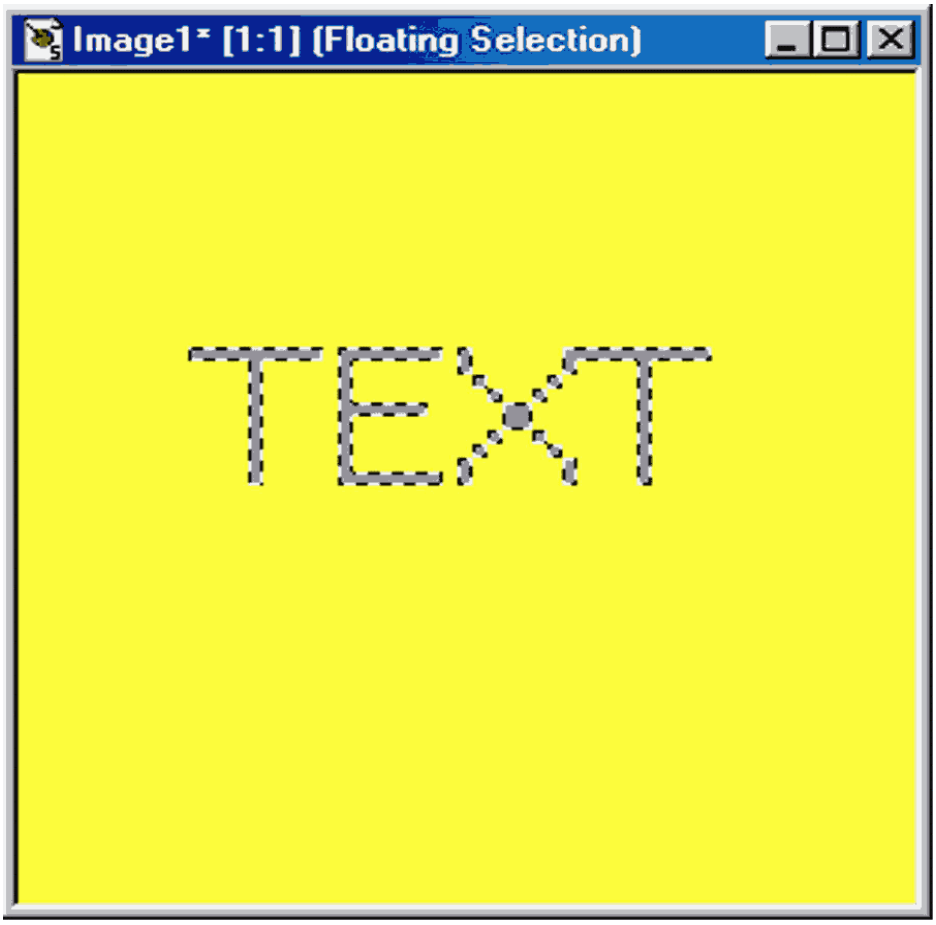


Click once on your document to bring up the typing dialogue box.



Use this box to choose the font face, size and text (your name) that you want to drop into your logo. Remember to click on the “Floating” option to enable it. This is so that you can reposition your text afterwards.

When the text is first dropped into the logo it remains *selected* (there’s dotted line running around).



That means you can move/drag the text around. You do this by moving your mouse pointer over the text until it becomes a four-headed arrow - then drag to where you want the text to be positioned

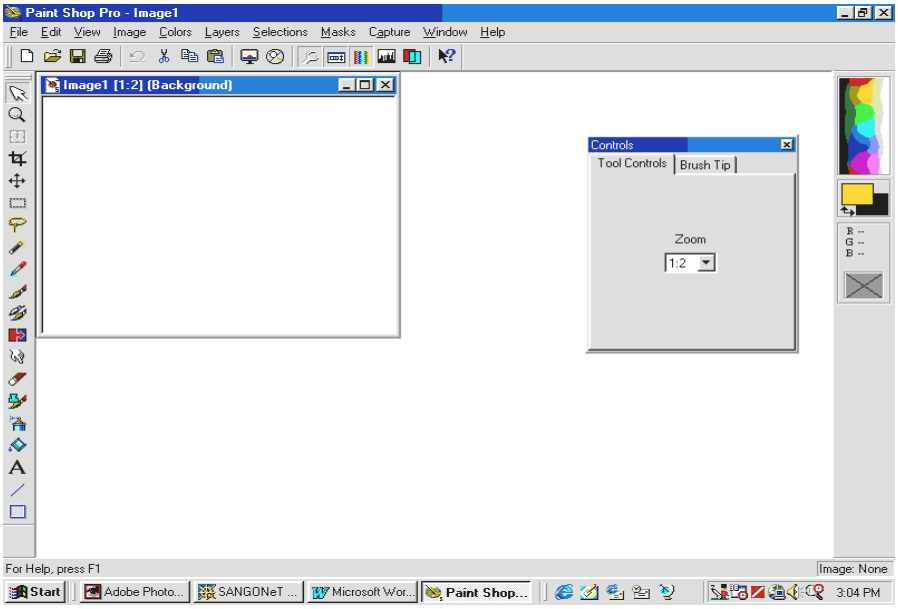
Also whilst the text is still selected, you can choose to add effects to the text, by choosing **EFFECTS** from the **IMAGE** menu. Effects are utilities such as drop-shadow and chisel (which gives a chiseled appearance to the text), which enhance the appearance of your text.

If you accidentally de-select, then just choose **UNDO** from the **EDIT** menu (or Ctrl+Z), and the text will become selected again.

Explain what cropping is.

We will now reduce the size of the image by cutting out the parts we do not need. This is called **cropping**.

Click on the **Crop** tool in the Tool Palette. Draw a box around the text you created. Then double click inside the box to crop the image.



When the logo is ready, save it with a sensible name (*NOT* image l etc.), and choose **CompuServe GIF** from the file type list. Then make sure you are saving it into the correct folder (TEMP).

Let the students insert the logo they have created into an HTML file using HTMLTool and see the result in a browser. Remind them to save the HTML file in order to see it in the browser. Thereafter let them experiment with the software package and create their own graphics. Allow 25 minutes for this.

6. Summary and Evaluation of the day

Summarise the different areas covered during the day. Ask each student in turn to evaluate the day by saying what they liked, and what they would like to be done differently. Check if they are ready to move on to the second day of the course. Give them an opportunity to ask questions about what they have learnt.

WEB SITE CREATION TRAINING COURSE

Day 2:

7. Site mapping

AIM: To develop a strategic approach to site planning and development.

To understand why it is necessary to develop a 'statement of purpose' for a Web site and why the target audience of the site should be identified before building a site.

To understand why it is important to plan the structure of a Web site.

To map out the site in a manner that ensures easy and effective navigation by users.

To map out the site in a manner that will make it easy to maintain and add new information on an ongoing basis.

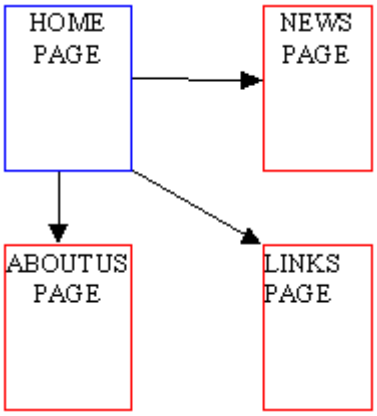
Discuss the overall strategic planning of a site. This includes setting objectives for the site; identifying the intended users of the site, and integrating the site strategy with the organisation's other strategic objectives. The site should be seen as a key element of a broader communications and media strategy.

Talk about the importance of thinking about the shape and structure of a Web site as a whole, before embarking on planning individual pages. This requires us to look at the site from the perspective both of users visiting the site - navigating their way from page to page - and also of Web masters managing the site - needing to have a clear file structure as the site develops and expands. This is particularly important in the management of NGO Web sites where a site may be handled by a succession of different Web masters. A coherent file structure ensures smooth handover and a simpler development process.

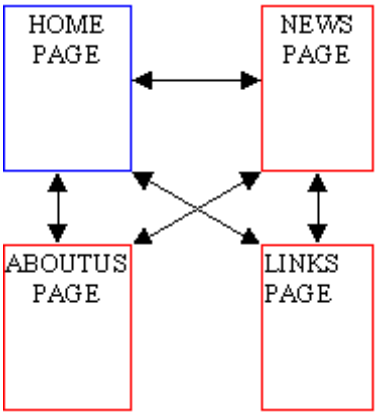
The students will now plan and build a site as a team. The site will be about them as a group, where they come from, what their interests are, and what they have discussed and achieved during this training workshop.

Explain to the students that they as a group of Web students now need to plan and build a Website together as a team. They have to start from scratch and need to go through the steps of establishing a purpose, audience, plan and structure for their sites.

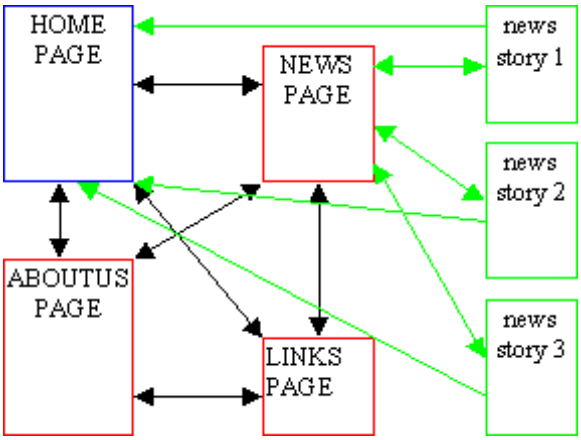
1. Discuss the purpose of the site. In other words, what do you want the site to achieve?
2. Who is the intended audience of the site? Not just the people that will access it, but the people that you really want the site to have meaning for.
3. How does the site relate to the broader goals and communication strategies of your organisations?
4. Brainstorm the types of information that circulates in the organisations in which the students work, or have worked. This could include: staff profiles, project work, recent news, events, newsletters etc. Try and make the list as long and varied as possible. Assess whether this information is relevant for the Website. Use the purpose of the site, as defined earlier, as a yardstick. Write up the all the ideas on a flip chart.
5. Look at the list and try and come up with 6 - 8 headings that are inclusive enough to accommodate all the items on the list. These headings will form the entry points to information within the site, so they need to be as self-explanatory and useful as possible. They will become the main links from the home page. Avoid acronyms, and keep the headings simple. There's nothing wrong with being obvious!
6. Now link the items in the first brain-stormed list to their relevant section heading, by drawing lines from one to the other. Some headings may contain several items on the list, while others might contain only one item. E.g., **newsletter** may be the only item that is linked up with the **News** section heading, while **staff**, **history** and **funders** may all be linked to the **About Us** section heading.
7. We now have enough information to draw a map which shows the basic structure of the site. This map will also show routes around the site, that is, how users can navigate their way from one page of information to another. The different headings will become different sections of the site.
8. Draw a diagram that contains a box to represent the Home Page and boxes for each main section page, on a single sheet. Place the Home Page in the top left-hand corner in a different colour from the other pages. Ask the students to draw arrows from the Home Page to all the pages it should link to.



9. Having established where the user can **go to** from the Home Page, we now need to look at links **from** each of the other Main Section pages. Insert arrows to demonstrate these links on your diagram.



10. Now we can start adding documents to the main sections to see how this affects navigation of the site. Document pages should be drawn in a new colour



The news stories or 'documents' which make up the News Section are all linked to from the News page, and link back to it as well. They also link back to the home page, but these are 'one-way streets'.

Discuss site navigation with the students. Stress the importance of always being able to 'go home'. Explain the concept of a 'dead end' or 'cul de sac' in Web navigation.

Each Main Section page should give the user an opportunity to return Home, or visit the site's other main sections. This results in the site developing 'two-way streets' between all these 'principal' pages.

The significance of whether the arrows are single or double headed, lies in our approach to the navigation of the site. By only including links ***to*** *the main section pages* ***from*** *the Home Page, we are ensuring that the site is kept clean and simpler to design.*

If we added links from the Home Page to all the Document pages as well, it may become cluttered and difficult to make sense of the site.

The Main Section pages now take on the role of entry points or 'gateways' to the text, documents or other information, that relate to them. To ensure that these documents don't become cul-de-sacs, we include links back to their Main Page and the Home Page too.

This then is our ***General Rule*** *for site navigation, and we can use it for deciding what links to include in the navigation bars of our different pages. But, it is important that we are not too rigid in applying it. There may be times when a document should be highlighted, and linked to,* ***from****, the Home Page.*

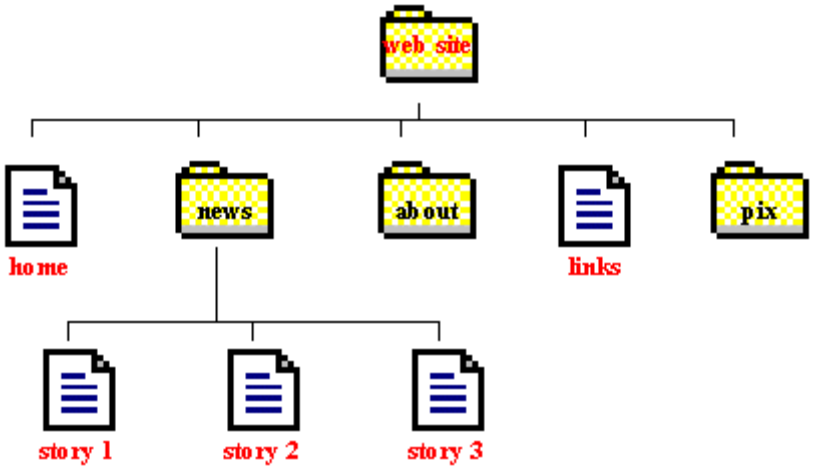
If a news story is 'hot news', then we may well want to add a link temporarily from the Home Page to that document, making that route into a two-headed arrow.

11. The site has been mapped for the user that will navigate it. Now we can turn to the Web master's plan: the file and folder (or directory) structure of the site.

Talk about the importance of taking file structure seriously. Sorting documents (files) into appropriately named folders (directories) can make the difference between a site which is manageable and one which is not. This can also make the difference between a site that lives and thrives, and one that stagnates and dies.

Establish the difference between a file and a folder, but first ask the students to explain it in their own words

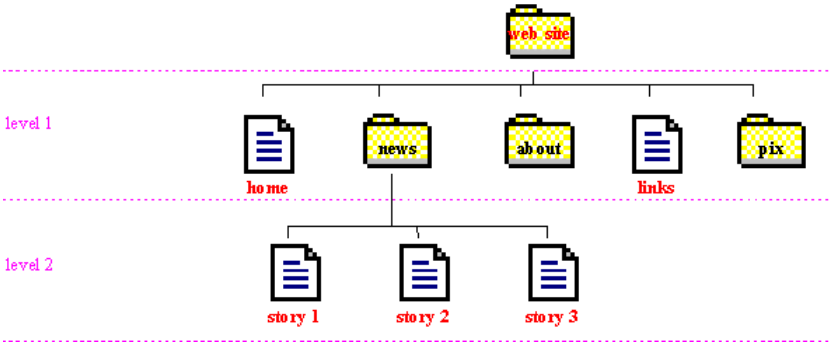
12. Consider each of the **Main Section Pages** in turn. Check which ones will form entry pages to other documents, and establish which ones will contain that section's information within that single **Main Section Page**. For example, the **News Page** will probably link to other pages with news, while the **Links Page** may well contain all its information on that one page. It is important to think ahead when making these decisions. Assess which sections are likely to grow into collections of pages, and which ones will remain concise and no longer than one page. Any section which looks like it will grow into several pages of documents will become a folder:



In this example only the **Home Page** and the **Links Page** have remained as single files. All other **Main Sections** have been assigned folders in which to store their accumulating documents (files). This allows the site to grow in a clean and structured way.

PLEASE NOTE:
The PIX folder has been created to store all the graphic and image files. PIX is slang for Pictures. Any file with a **.jpg** or **.gif** file extension should be saved into this folder, and not be muddled up with the other text **(.html)** files.

13. The file structure in the example below shows a Web site that consists of 2 levels:



Linking from a file on one level, to a file on another level, i.e. from the **Home Page** to **News Story 1** , requires us to put the *pathway*, or link, between the two files into the html coding.

From the **Home Page**, the link would be written as follows:

xxx

This pathway shows how the destination file (**story1.html**) can be found by first going down a level through the folder named news.

news/ indicates that this is a folder.

If we want to create a link back from **story1.html** to the **Home Page**, the pathway has to take us up one level:

xxx

The **../** in the pathway indicates that the destination file, (**index.html**), can be found by going up one level in the folder structure.

Ask the students to complete the exercise below. Advise them to try not to refer to the answer in the manual until they have completed the exercise on their own.

Using the file structure from the example, work out pathways for the following images and links:

News Story 2 to the Home Page:

xxx

The logo on the Links Page :

<img src="pix/logo.gif">

The logo on the News Page:

<img src="../pix/logo.gif">

About Page to the News Page:

xxx

8. Building a Web Site

AIM: To use and incorporate all the tools learnt in the course of the training into building a joint Web site.

Explain that the students will now actually build their Web site. Assess the number of students, ideally they should work in pairs on a particular page and decide on how many pages will make up the site. If there are eight students, then the group will build a 4 page web site.

From the site map drawn up in the previous exercise, look at the home page and the main section pages that were agreed on. Choose the pages which the students will be building – try and get the students to help in doing this. You may have to allocate students to a page or you can get the students to volunteer to work on a page.

We suggest that the following pages are used to build the web site and have given some suggestions of what the page could contain.

Home Page *- this page needs a logo, a name, some contact details, a description of the group and a link to the other pages. The students need to jointly make up a name for the group. The students can download an image from the Internet or develop one in Paintshop Pro. They can decide on a common navigation bar for each page, or design their own.*

About Page *- this page can be about the students personally and/or their organisations. If you have access to a digital camera, photograph each students as well as the group. These photos can be used on this page. If you have a normal camera and a scanner, take pictures on the first day of the course so that they can be developed and scanned by the second day. This page should also have links to the other pages.*

News Page *- a page which links to current news stories or events that are of interest to the students. Link this page to the Home Page, About and Links pages. Students can use graphics downloaded from the Web.*

Links Page *- a page linking to the Web sites of the students' organisations, or Web sites they find relevant and interesting. Link this page to the other student pages, eg, Home, News, About. The students should decide collectively on the following:*

- *a name for their site*
- *they should decide if they want to create a continuous look and feel for the site, ie. The same colours, background colours*
- *they should decide if they want to use the same navigation bars on each page or each design their own.*

Refer to the list of do's and don'ts drawn up on the first day of training and ask the students to keep these points in mind, when designing their pages.

Stress the file naming convention. Remind the students that all html files are stored with the extension .html or .htm Agree to save the files with one of these extensions. Note that all file names should be saved in small letters, no spaces in the file names. The home page should be saved as index.htm

Write up the names of the files which will be used so that the students can create links to dummy files on their own computers, but which will link once the site is live.

Make sure that the students are all working in a commonly named folder on their computers and that they have a presetup folder called PIX within this folder to store all their graphics and images.

For the next 4 hours, the students will build their pages. Make sure you are in the training room, available to help, make suggestions, and offer advice.

Make sure each working group has a Web page ready to upload at the end of this exercise.

9. Making your site live – FTP

AIM: To understand how Web pages are made live on a Web server that is continuously linked to the Internet.

To be able to use an FTP program

To be able to use this knowledge in the future to upload new sites, or update existing sites.

In this section of the training all the Web pages that the students have produced are made live, so that they can see them all working in conjunction, with the relevant links.

It is preferable to have agreed on an FTP area with your ISP beforehand. Make use that you have a user id and password ready for use.

If this is not possible, you can use this section to copy all the Web pages and graphics into one folder on any of the students' computers or all of them, so that they can see the effects of their Web pages becoming a Web site.

The FTP program we are using is called WS_FTP LE. It is a shareware program and so is freely available. It can be downloaded from any of the Tucows sites ie. http://www.tucows.com. You do not have to use this particular FTP program, but can use the one of your choice and customise this section.

Once the students have FTP'ed their pages into the correct folder structure on the host, give them the live URL of the site.

Make sure that the students check their graphics are loading, that their links work, etc. If there is a problem, solve it together, correct the problem in the HTML document and re FTP the file.

FTP stands for **File Transfer Protocol**, is used to upload files from a local computer to a remote computer. In this case the local computer will be the one you have worked on, and the remote computer the Web server on your ISP.

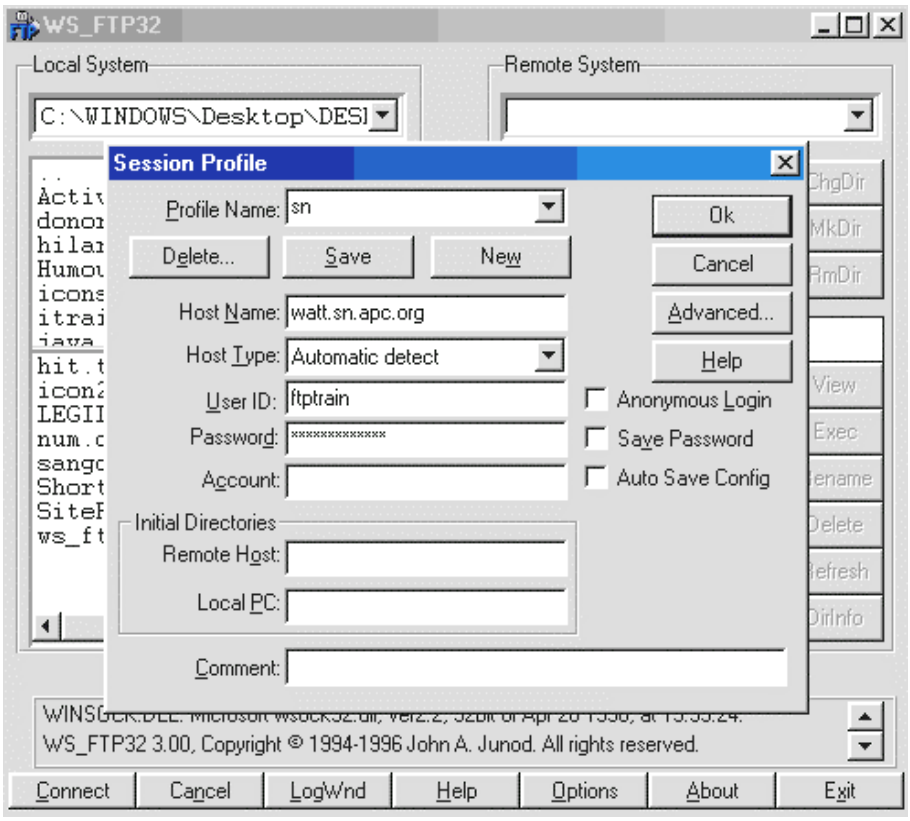
What you need to know:

Host name: The name of the Web server. You will get the name of the Web server from your ISP e.g. watt.sn.apc.org

User ID: The account name which the ISP has given you to gain access to your section of the Web server.

Password: Your security to access your folders on the server.

Open the FTP program. We are using a program called *WS_FTP.exe*



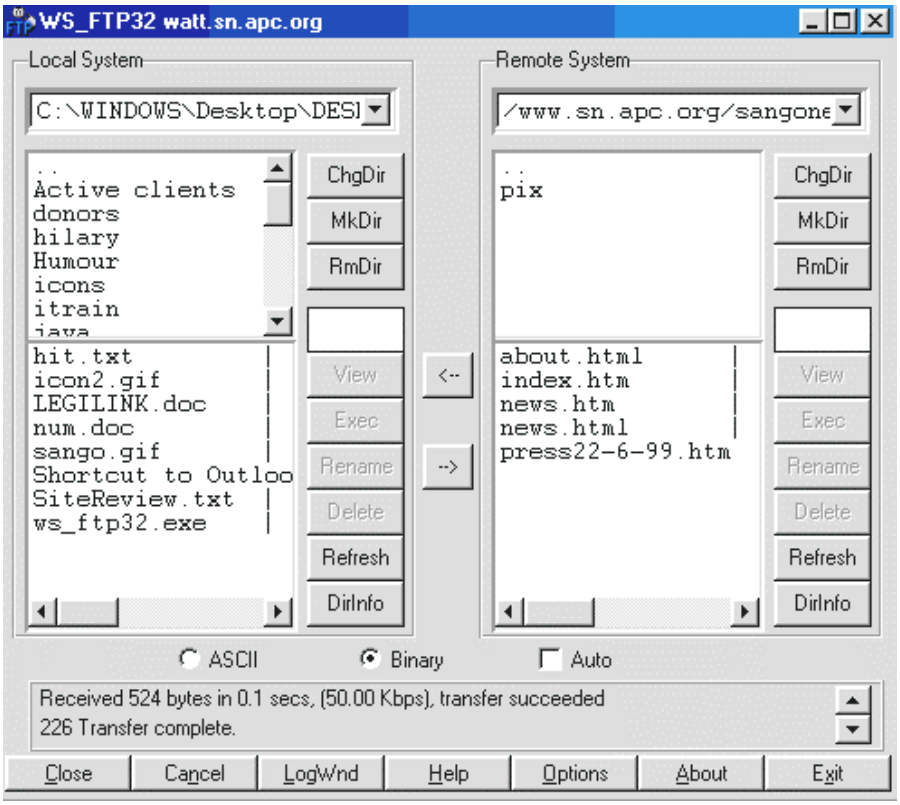
Type in the Host name, User ID and password.

Click on OK.

You will be connected to the Web server.

On the left of your window you will see the folder structure of your own computer. Folders are indicated by yellow icons, files are indicated by white and black icons. In the Windows 3.1 version, the top part of the window shows the folders, the bottom part indicates the files.

On the right of your FTP window, is the folder structure of the remote computer, the Web server.



Once again the file and folder structure is shown. In the Windows 3.1 version, the top part of the window indicates the folders, and the bottom window the files.

You need to make sure that you are in the correct folder on the local computer and on the remote computer. Your folder structure should match.

To move around folders, double click on the two dots **..** or the up arrow, to move up a level.

Once you are in the correct folders on both computers, highlight the file you want to upload or copy across to the Web server.

Click on the -> to transfer the file from the local computer to the remote computer.

You will see the file being transferred across and, once the process is complete, appear in the correct folder on the Web server.

Repeat this process for all the files you want to transfer as well as any graphics or images you have included in your Web files.

Remember that the graphics need to transferred into the PIX folder.

Your Web pages are now transferred into the correct folder on the Web server, and are available for browsing by anyone having access to the Internet.

10. Summary

Summarise the different areas covered during the course. Briefly describe what was covered in each area. Ask the students if they have any questions or follow up on anything that has been covered in the last two days.

11. Evaluation

One important part of training is to receive specific feedback from people who have been trained. With that in mind we have created a questionnaire for your comments. Please treat this questionnaire as a guideline. Feel free to add comments about any areas you feel we have missed.

Mark your answers with an x and fill in both sections

	Your level of interest			Level of difficulty		
	high	medium	low	high	medium	Low
1. Introduction and introduction of participants						
2. Critiquing and assessing web sites Basic HTML coding HTML Tool						
3. Introduction to HTML and browsers						
4. Creating a Web page using a text editor Formatting text Lists Links Images Tables						
5. Building and Manipulating Graphics and Images						
Day 2: Creating a Web Site						
6. Site Mapping						
7. Building a Web Site						
8. Making your site live – FTP						

Please indicate the extent to which you agree with the following statements.

Questions	Ranking				
1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5 agree strongly					
9. My aims for the course were met	1	2	3	4	5
10. The instructor's pace was good					
11. The instructor presented the course well.					
12. This course will help me modify and update my web site					
13. The training was what I thought it would be.					

14. Topics that should be added.

_____

_____

15. Topics that should be removed.

_____

_____

16. Other comments.

_____

_____

_____

_____

Your name and address (optional)

_____

_____

Course name:_____

Duration in hours:_____ Date: _____

Location:_____

Instructors(s):

_____

_____

Appendices

Appendix 1: Download and install *HTMLTool Version 2.7*

We are using *HTMLTool* as our text editor. It is a free, shareware program which is user-friendly and implements all the functions of HTML code in an very easy manner. It can be downloaded directly from the *HTMLTool* web site at http://www.lograf.com or it can be downloaded through the Tucows site, which is mirrored on most continents. Find the Tucows site at http://www.tucows.com

1. Open up your browser, Netscape or Internet Explorer
2. In the location or address box, type in the URL for *Lorenz Graf's HTMLTool*
3. Type in http://www.lograf.com and press enter
4. You will see the HTMLTool Home Page appear
5. Scroll down until you see DOWNLOAD HTMLTOOL box and click here
6. Click on one of the download locations
7. Save the file, **htmltool.zip,** into a temporary folder
8. Once the file has been downloaded, go into Windows Explorer and double click on the file name, htmltool.zip
9. The WINZIP program will start unzipping the file
10. Accept the WINZIP registration screen and click on NEXT to start the unzip procedure
11. Click on NEXT to install the files into a temporary folder
12. Click on INSTALL NOW to install the *HTMLTool* program
13. Click on NEXT to accept the *HTMLTool* setup screen
14. Click on YES to accept the licence agreement
15. Click on NEXT to continue
16. Click on NEXT to accept the installation directory
17. Click on FINISH to end the installation

HTMLTool is installed on your computer and is ready to run

Appendix 2: Download and Install *Paintshop Pro*

Paintshop Pro is a shareware product which allows you to create and manipulate graphics. Once you download the program, you can use it for a trial period of 1 month, after which the program expires. You can then buy a copy for $99. The program can be downloaded from the JASC web site at // http://www.jasc.com/psp5.html directly or can be downloaded from the Tucows web site in your area at http://www.tucows.com

1. Open up your browser, Netscape or Internet Explorer
2. In the location or address box, type in the URL for the *Paintshop Pro* site
3. Type in http://www.jasc.com/psp5.html and press enter
4. You will see the *Paintshop Pro* site appear
5. Click on the download option
6. Save the file, **psp6b2.exe** in a temporary folder
7. Once the file has been downloaded, go into Windows Explorer and double click on the file name, psp6b2.exe
8. The WINZIP program will start unzipping the file
9. Answer the questions to continue and complete the installation

Appendix 3: The test.txt file

BEGINS

A big headline

A paragraph of ordinary text with the odd bold word in it. A paragraph of ordinary text with the odd bold word in it. A paragraph of ordinary text with the odd bold word in it. A paragraph of ordinary text with the odd bold word in it. A paragraph of ordinary text with the odd bold word in it. A paragraph of ordinary text with the odd bold word in it. A paragraph of ordinary text with the odd bold word in it. A paragraph of ordinary text with the odd bold word in it. A paragraph of ordinary text with the odd bold word in it.

A medium sized italicised headline

A paragraph with mostly plain text that is a slightly bigger font size than the previous paragraph. And then a couple of sentences in italics. And then a couple of sentences in italics. Followed by a sentence which is bold and italic. Followed by a sentence which is just bold. And the rest is just plain text. And the rest is just plain text. And the rest is just plain text.

A tiny headline

A paragraph which uses a mixture of colours. This sentence in yellow. And this one in red. Now this one in blue. And this one completely multi-coloured.

Now to finish this section off we'll draw a line underneath it (which is nicely centred in the middle of the page).

A block quote which makes use of bold and italic. A block quote which makes use of bold and italic. A block quote which makes use of bold and italic.A block quote which makes use of bold and italic. A block quote which makes use of bold and italic. A block quote which makes use of bold and italic.

A list of things to do today in no particular order:

buy some milk
check my email
call Fred
finish writing my project proposal

A prioritised list of things to do (first things first):
learn html tags
practice tagging
mark-up a page
build it into the web site

How about a little table at the bottom :-)

QTY	DESCRIPTION	PRICE
2	shoes	R49
5	mangoes	R10
1	fridge	R1300

ENDS

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